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ABSTRACT

This thesis describes the implementation of a cross-age program to reduce negative classroom behavior and promote community identity among students in elementary and middle schools in Rockford, Illinois. The targeted population consisted of elementary school students with learning disabilities and seventh- and eighth-grade middle school students. The solution strategy consisted of community building within the classroom, the enhancement of peer relationships between same-age classrooms, the development of positive cross-age relationships, and participation in cross-age community service projects. Through the implementation of these strategies the incidence of negative classroom behavior was reduced and a sense of community identity was achieved. Six appendixes provide copies of student and teacher surveys, a student self-esteem inventory, descriptions of solution strategies and activities, and a student rating form. (Contains 38 references.) (MDM)

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IMPROVING STUDENT BEHAVIOR

by

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Abstract

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SITE: Rockford III

DATE: May 1, 1995

TITLE: Reducing negative behavior by establishing helping relationships and a Community Identity Program

ABSTRACT: This paper describes the implementation of a cross-age program to establish helping relationships, reduce negative classroom behavior, and promote community identity. The targeted population consisted of middle school students and self-contained learning disabled and behavior disordered elementary students in a lower-middle class, urban community, located in northern Illinois. Disruptive classroom behavior was documented by the number of student discipline referrals and data gathered from student surveys.

Examination of probable cause data revealed that students experience a lack of community identity, minimal support or guidance from adults, and poor social skills. School records disclosed a number of single parent families, a high mobility rate, attendance and truancy concerns, and a significant number of students who attend school outside their neighborhoods.

Solution strategies suggested by knowledgeable others, in combination with an analysis of the data collected, resulted in the selection of an intervention that consisted of four elements: community building within the classroom, enhancing peer relationships between same-age classrooms, developing positive cross-age relationships, and participating in cross-age community service-learning projects.

Through the implementation of these strategies the incidence of negative classroom behavior was reduced and a sense of community identity was achieved. An unintended side-effect involved an increase in student self-esteem. A trust in adults, by students, was also established at both sites.

Acknowledgments

We express our thanks to those of our friends and family who have shown us their encouragement and support throughout this endeavor.

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

The eighth grade middle school students and the self-contained fifth and sixth grade students at the targeted schools exhibit inappropriate behavior as measured by student surveys, colleague observations, and the number of discipline referrals.

The Middle School Setting

The targeted middle school located in Rockford, Illinois, was constructed in 1954 on 29.79 acres. It is situated in a neighborhood mainly comprised of medium priced homes. The area was originally developed for housing in the early to mid-1950's. The area has remained quite stable over the past 40 years, and as a result, the neighborhood has been very well maintained.

The school is a two-story brick structure with a 14-room, single-story exploratory/elective wing and a single-story physical education wing. The exploratory/elective wing includes a new $114,000

technology center, financially supported by local business and industry, a 16-station computer room, a 1120-seat auditorium, and a 218-seat theater. The physical education facilities house an 84-foot by 103-foot gymnasium and a 63-foot by 93-foot swimming pool. The balance of the faculty is made up of 28 core-curriculum classrooms, five exploratory/elective classrooms, five special education classrooms, a 120-foot by 24-foot, eight-room administration and counseling center, and a 39-foot by 69-foot learning center, which contains 9,000 volumes and receives 29 periodicals.

The administrative staff consists of a building principal and an assistant principal. The certified support staff includes four guidance counselors, a math curriculum developer, an English curriculum developer, a school nurse, a part-time social worker, a part-time psychologist, and a librarian. Three clerical employees, 12 food service personnel, one building engineer, four custodians, and nine aides comprise the non-certified support staff.

The teaching staff of 61 includes seven special education teachers. The staff is predominately Caucasian, with only three being of African-American descent. The average number of years of teaching experience is 13.6; 65 percent of the staff hold

Master's Degrees.

This middle school accommodates 996 seventh and eighth grade students. Ninety-eight percent of the students ride school district buses to school each day. Twenty-two students attend self-contained behavior disorder classes, 24 attend self-contained learning disabled classes, and 950 participate in heterogeneous core teams following the recommendations of the Rockford School District Middle School Concept Committee. The average class size is 18.4 students. The racial-ethnic breakdown of the students is as follows: 71.2 percent Caucasian, 19.4 percent African American, 8.0 percent Hispanic, 1.1 percent Asian/Pacific Islander, 0.3 percent native American. One percent of the students are eligible for bilingual education. These statistics reveal a slightly higher percentage of Caucasian students than the percentage reported for the Rockford School District as a whole, at 67.4 percent.

More than one-fourth of the students at this middle school come from families that are considered low-income and are eligible to receive free or reduced-price lunches.

Of the total enrollment, 19.1 percent enroll in, or withdraw from, the school throughout the school year. This is lower than the average for the entire

district, at 22.4 percent. The chronic truancy rate of 15.2 percent far exceeds the district average of 8.6 percent and the Illinois average of 2.2 percent.

According to the Illinois Goal Assessment Program, approximately one-third of the eighth grade students at this middle school are not meeting the State Board of Education performance standards for reading, writing, and mathematics.

The administration and staff are actively attempting to improve academic achievement through a variety of support groups and special after-school programs. Parent/Teacher Partnership activities have also been planned to attract greater participation by minority parents.

The Elementary School Setting

The targeted elementary school in Rockford, Illinois, was constructed in 1966 on 11.4 acres. The Rockford Park District owns and maintains seven acres, which are utilized as a playground by the elementary school students. The original two-story brick structure consisted of 12 classrooms, a multi-purpose room (which presently serves as a teacher workroom), and an office complex.

The original office complex, which incorporated a

front office/reception area, an administrator's office, and a nurse's room, was remodeled in 1992 to allow the office staff to view visitors entering the building. This complex now consists of the secretary's office, a conference room, a nurse's room, an administrator's office, and a receiving office.

In 1969 a one-story brick addition was completed. This addition included four classrooms, a library (which presently serves as a community room), a kitchen, a locker room and a gymnasium, which also functions as a lunchroom on a daily basis.

Due to an increase in neighborhood population, another addition was needed in 1974. An annex with an open-pod configuration housing eight classrooms was added. These classrooms open to a centralized learning center, a teacher workroom, and two audio-visual rooms. The library, currently containing 10,500 volumes, was moved to the newly constructed learning center.

The administration staff consists of one building principal. The certified support staff includes a full-time resource learning disability/behavior disorder teacher and the following part-time certified staff: psychologist, social worker, nurse, speech and language pathologist, home-school counselor, hearing impaired itinerant, vision impaired itinerant, library consultant, occupational/physical therapy itinerant,

and English-as-a-second-language itinerant. Three clerical paraprofessionals, four lunchtime aides, three food service personnel, one building engineer, one custodian, and seven instructional paraprofessionals make up the non-certified support staff.

The teaching staff of 23 includes one art teacher, one music teacher, one part-time physical education instructor, three special education teachers, and 17 regular education teachers. There are currently two minority staff members at this elementary school. The average number of years of teaching experience is 15.9 years; 69 percent of the staff hold Masters Degrees.

The elementary school accommodates 498 students attending kindergarten through sixth grades and self-contained learning disability programs. Three hundred forty-five students ride school district busses, 39 ride in privately contracted mini-vans, and 114 walk or are brought by parents. Forty students attend three self-contained learning disabled classes. The remaining regular education student body participates in three half-day kindergartens, as well as two classes each of first, second, fourth, fifth, and sixth grades. There are also two primary rooms, which are made up of first and second grade students, and three third grades. The average class size of the regular education classrooms is 25.1 students, while

the average class size of the self-contained learning disability classrooms is 14.3.

The racial-ethnic breakdown of the students is as follows: 78.9 percent Caucasian, 13.1 African American, 4.8 percent Hispanic, 2.6 percent Asian/Pacific Islander, and 0.6 percent Native American. One and four-tenths percent qualify for bilingual education services. These statistics reveal a slightly higher percentage of Caucasian students than the percent reported for the Rockford School District as a whole, at 67.4 percent. More than one-fourth of the students qualify for free or reduced-price lunch based on a variety of factors. Of the total enrollment, 19 percent enroll in, or withdraw from, the school throughout the school year. This mobility rate and the chronic truancy rate of 3.1 percent are both below district averages of 22.4 percent and 8.6 percent respectively.

The Surrounding Community

Rockford School District 205 is located in an urban community along the Rock River in north-central Illinois. The city covers a 50 square mile area within an 803 square mile metro area, which includes Winnebago and Boone counties. Rockford's population of 140,003

has increased by two-tenths of a percent over the past decade, while the metro area has increased by 1.6 percent. New growth in Rockford is predominately along the city's outskirts to the north and east, as well as near the I-90 Tollway, which accommodates commuters to Chicago. Chicago is located 75 miles southeast of Rockford.

Rockford is a manufacturing community with high employment concentrations in machining, metal working, and transportation equipment industries. The Rockford area's economy has approximately 948 manufacturing establishments including Amerock Corporation, Ingersol Milling Machine, Sundstrand Corporation, Woodward Governor Company, Camcar Textron, and Chrysler Corporation. According to the Illinois Department of Employment Security in 1993, the area job distribution was as follows:

Manufacturing	-	30%
Services	-	26%
Retail Trades	-	17%
Government	-	10%
Wholesale Trades	-	5%
Other	-	12%

This is a direct reflection upon the socio-economic status of the area. In 1990, there were 107,677 households with a per capita buying income of $14,109

and a median household income of $28,282. This puts Rockford below the state median of $32,252 and below the United States median of $30,056. The civilian labor force consisted of 161,110 with 9.4 percent unemployed.

Rockford is host to a wide array of community resources including 13 major shopping centers, four hospitals, 165 parks, 241 churches/synagogues, and 12 financial institutions. The city has 45 public school facilities, as well as a variety of early/continuing education programs. Families may also opt for a private or parochial education for the children based in 26 elementary and ten senior high buildings. Rockford College, Rockford Business College, Rock Valley Junior College, and St. Anthony's College of Nursing give community members an opportunity for an advanced education, as do the four branches of the University of Illinois within the city limits.

On February 18, 1994, District 205 was found guilty of intentional discrimination against African American and Hispanic students by United States Judge Stanley J. Roszkowski. This verdict was the result of a lawsuit filed in 1989 by a group called "People Who Care," who claimed that the district had discriminated against minorities for decades. The lawsuit was provoked by the district's plan to save $7-million by

closing eleven schools. Eight of those schools were predominately attended by minority students. The concerned citizen's group cited major deficiencies in various aspects of the public school system, including the lack of minorities in gifted programs, the teaching force, and administration. Educational equipment and teaching materials were severely lacking in those schools. Minority test scores were low. One thousand minority pupils were force-bussed to schools outside their neighborhoods.

The Rockford School District has instituted many improvements outlined in the 1991 Second Interim Order (Nikolai, 1994). Among these court ordered remedies are alternative and magnet school settings, where population and programs must be racially balanced, the elimination, where possible, of racially identifiable groups within academic and extra-curricular activities, and school boundary changes.

Black and Hispanic families have the opportunity to select from a list of 14 schools, which have been identified as having minority populations below the acceptable minority/majority ratio.

A loss of school identity and a lack of acceptance were felt by many of the students who were relocated. Students, teachers, and administrators have been faced

with alleviating student frustrations, resolving peer conflicts, and remediating behaviors inappropriate to the school setting.

Regional and National Context of Problem

The American 10- to 15-year-old youth faces a variety of dramatic biological, cognitive, and psychosocial changes. Unlike their parents or grandparents, young adolescents today are more vulnerable to destructive behaviors, educational failure, drug and alcohol abuse, violence, school-age pregnancy, and exposure to sexually transmitted diseases. For most students, this period can lead to both positive and negative behaviors (Lewis, 1991). Parents and students agree that one of the major problems for schools in the United States is student misbehavior. In addition, students feel that if the schools give students recognition, then the youths will not need to prove their worth to the community through negative behavior (Goodlad, 1984).

The changes of early adolescence are often accompanied by the move from a small neighborhood elementary school to a larger, less personal, middle school. More than 88 percent of the public school students in the United States enter a new school when

they begin the middle grades. This transition brings many changes in the school environment (MacIver, 1990). Social scientists have expressed considerable concern about the potential negative effects of school transitions on young adolescents.

> Although transition to a school that has a more appropriate environment may have a positive effect on students, there is clearly a risk that these simultaneous adaptational challenges will overwhelm the coping skills of some students and have pathogenic effects on their psychological adjustment, self-esteem, and motivation to learn (MacIver, 1990, p. 460).

For middle level students the most important aspect of school is having friends. Because group membership is a strong social need, students go to great lengths to acquire it (Campbell, 1992). A lack of acceptance can lead to socially destructive aims. As a result, children between the ages of ten and 15 are prime targets for gang recruitment. Pre-gang behavior may begin at the elementary school age, and become a part of daily life by middle school (Cooperative Extension Service, 1994). According to an article published in the September, 1988, Juvenile Justice Bulletin, increased competition for lucrative illegal drug trade has brought gang activity into

schools in suburban areas and small to mid-sized cities across the United States. Joining a gang can, in itself, be a boost to adolescent self-esteem, unless youth change how they think and what they believe about violence (Steinberg, 1991).

A Senate Judiciary Committee report names the United States as the most violent and self-destructive nation in the industrialized world (Steinberg, 1991). "Educators have always been quick to point out that schools mirrored the society around them, for better or for worse, but few anticipated that America's violence would be reflected within the classrooms" (Casserly, Bass, & Garrett, 1982, p. 1). School administrators in American schools can not agree on what to do about the violence within school buildings beyond ensuring the safety of the students (Steinberg, 1991). The most devastating effect of violence, in students' lives, is that it reduces and distorts their ability to participate in the benefits that school can provide (Friedlander, 1993).

The need for changes in schools, which affect the lives of middle level students, was addressed by the Carnegie Corporation in 1986, when the Carnegie Council on Adolescent Development was established. In 1989, the Council's Task Force on Education of Young Adolescents presented a report outlining the academic

and social needs of this age group. The Task Force stressed that by age 15, many American adolescents are at risk of reaching adulthood without the skills needed to fulfill the responsibilities to participate in a multicultural society (Long, 1991). Educators in the middle grades must provide early adolescents with the social and emotional support they need to succeed (MacIver, 1990).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

Evidence of the extent of inappropriate behavior was documented through a colleague survey, student discipline referrals, and student surveys.

The targeted students at the middle school and the elementary school completed two separate instruments to measure self-esteem, family structure, and community awareness. The targeted classes also completed a student survey to assess the extent of negative behaviors within each building. These instruments were all group-administered during the first two weeks of school in 1994.

Teachers at the middle school completed an anonymous survey that was initiated by a committee of teachers in the spring of 1992. The same survey was administered to the staff in the spring of 1994. The purpose of the survey was to allow teachers an opportunity to express concerns, frustrations, and suggestions for solutions for the improvement of student behavior.

To provide evidence that inappropriate behavior exists in the school setting, students completed a survey developed by the researchers. The survey included a checklist comprised of ten specific behaviors, and two rankings to determine the behaviors that students fear and those that necessitate teacher intervention (Appendix A). Through the checklist, students were asked to indicate the frequency at which each behavior occurs (Table 1). The data for the pie charts in Figures 1 and 2 were determined by prioritizing the top three behaviors in each behavior-ranking section of the survey.

Due to similarities in student responses, the findings reported in Table 1 and Figures 1 and 2 represent a combination of the data of both targeted schools. After an analysis of the survey results, the researchers were able to conclude that students perceive that inappropriate behaviors occur frequently at both sites.

The data presented in Table 1 indicate that a majority of the students feel that all listed behaviors, except stealing and damage to property, occur either often or on a daily basis. Swearing, pushing and shoving, class disruptions, and yelling and screaming were observed most often in the school setting by over 75 percent of the students polled.

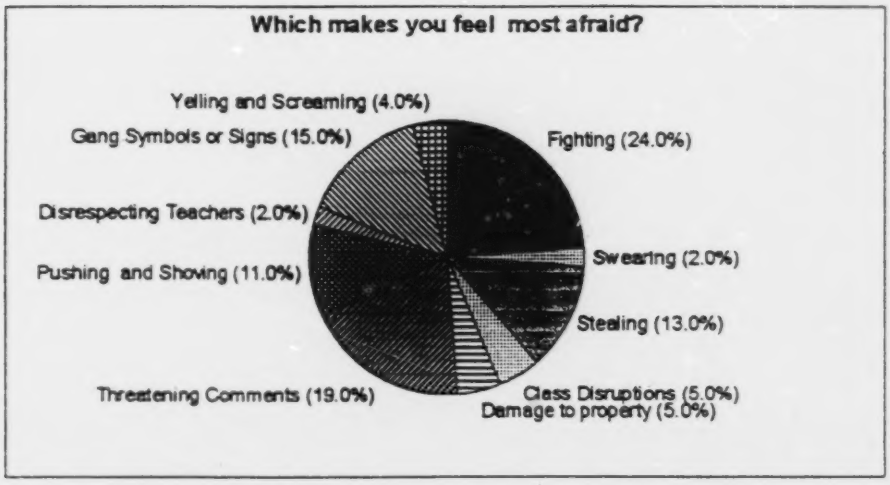
Table 1

Behaviors Students Observe at School
Percent of Students Responding in Each Category
August 1994

Behaviors	Never	Seldom	Often	Daily
Fighting	1.5	48.0	45.3	5.1
Swearing	0.3	5.9	20.9	72.8
Pushing and Shoving	0.8	16.9	44.9	37.4
Saying Threatening Things	7.5	38.5	34.3	19.3
Disrespecting Teachers	7.1	34.3	37.4	20.1
Gang Symbols or Signs	15.0	35.0	26.8	22.8
Stealing	30.7	50.3	17.7	0.8
Yelling and Screaming	3.9	18.9	26.8	50.4
Damage to property	16.5	46.1	28.0	8.7
Class Disruptions	0.4	17.7	37.4	44.1

N = 156

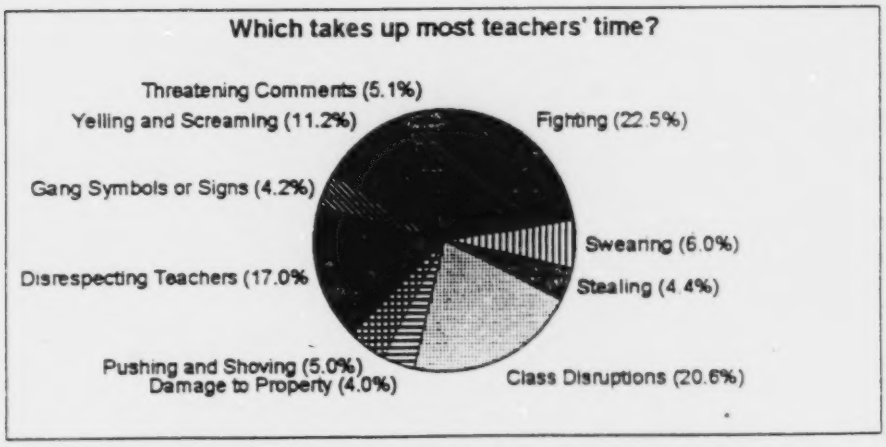
Figures 1 and 2 indicate fighting as the behavior that creates the most fear among students and is also perceived as requiring most of the teachers' time. No other behavior included in the figures duplicates these data. Threatening comments and gang symbols or signs (Figure 1) were ranked as most fearful behaviors by more than one-sixth of the students. Students did not rank these behaviors as a high priority in requiring teacher time (Figure 2). Over one-sixth of the students surveyed perceive class disruptions and disrespect of teachers as time consuming for teachers.



Percentages represent the three most frequent student responses.

Figure 1

Percentages of Students Responding to Selected Behaviors Students Fear Most
August 1994



Percentages represent the three most frequent student responses

Figure 2

Percentages of Students Responding to selected Behaviors that
Consume Most of the Teachers' Time
August 1994

The teacher surveys (Appendix B) completed in 1992 and 1994 included questions pertaining to the negative and positive aspects of the physical plant and staff of the middle school. When the information from the surveys was compiled in 1992, an analysis was prepared that summarized and interpreted the numerical and narrative data. A question on the survey asked teachers to rank the top four items that "cause you [the teacher] the most concern/frustration." According to the analysis, "more than eighty-five percent (86.7%; N=52) of the respondents cite student behavior" (Rogers, 1992, p. 2) among the top four concerns. Two-thirds of the teachers cite student behavior as the first or second concern, with more than half ranking student behavior as the number one concern or frustration (Rogers, 1992).

A section of the colleague survey required the ranking of ten student behaviors that are inappropriate to the school setting. Table 2 reflects the results of only that section of the survey. There are several similarities between the 1992 responses and the 1994 responses. Rogers stated that in 1992, "More than eighty percent cite inappropriate behavior in the hallways as highly frequent or frequent" (p. 3). This continues to be true of the 1994 survey. More than half of the teaching staff in 1992 and in 1994 also

identify talking back, insubordination, disrespect of peers, and disrespect of authority as highly frequent or frequent.

Table 2

Behaviors Teachers Observe at School
Percent of Teachers Responding in Each Category

Behaviors	Almost Never Occurs		Occasionally Occurs		Occurs Frequently		Occurs With High Frequency	
	1992	1994	1992	1994	1992	1994	1992	1994
Talking Back	6.7	6.7	20.0	26.7	31.7	24.4	38.3	40.0
Tardies	3.3	2.2	41.7	33.3	38.3	44.4	11.7	15.6
Insubordination	1.7	4.4	30.0	33.3	36.7	35.6	25.0	24.4
Disrespect of Authority	6.7	15.6	25.0	24.4	40.0	35.6	26.7	22.2
Disrespect of Peers	3.3	0.0	21.7	20.0	40.0	33.3	31.7	40.0
Lack/Absence of Motivation	0.0	0.0	10.0	17.8	65.0	53.3	23.3	24.4
Inappropriate Hallway Behavior	0.0	0.0	15.0	13.3	38.3	35.6	43.3	48.9
Basic Supplies Missing	10.0	6.7	28.3	17.8	43.3	33.3	20.0	33.3
Spitting	35.0	44.4	33.3	40.0	16.7	6.7	3.3	2.2
Student Attire	23.3	11.1	50.0	40.0	15.0	24.4	1.7	8.9

1992 N=61 1994 N=45

Combining the information from Tables 1 and 2, it is evident that teachers and students agree that inappropriate behaviors occur in the school setting. Teachers rank inappropriate hallway behavior as most frequently observed, (Table 2) while students rate swearing, pushing and shoving, and yelling and screaming, all behaviors that the researchers have observed in school hallways, among the top four most

frequent behaviors (Table 1). Disrespecting teachers is observed frequently by more than 50 percent of the students. This parallels the data with regard to the disrespect of authority found in Table 2, where 76.7 percent of the teachers in 1992 and 57.8 percent of the teachers in 1994 identify this behavior as frequent or highly frequent.

Information was collected from student behavior referrals that were written and recorded during middle school for students in the targeted eighth grade classrooms. A total of 153 referrals have been filed on the 51, targeted eighth grade students. Fourteen referrals have been collected on the 11 fifth and sixth grade students. Table 3 shows the distribution of the discipline referrals consistent with the behaviors in Table 1.

Data from the discipline referrals, Table 3, indicate that students in the target group at the elementary school have been cited for fighting on 43 percent of the discipline referrals written for this group. This would seem to support the idea that students at the elementary school exhibit more aggressive behavior than the eighth graders at the middle school, where fighting only represents 14 percent of the total referrals written. The researchers note that the targeted elementary school

class is comprised of special education students who are receiving education programs that include goals and objectives addressing behavior and social skills.

Table 3

Categories of Discipline Referrals
Percent of Total Referrals Recorded for
Targeted Students

Behaviors	Middle School	Elementary School
Fighting	14	43
Swearing	4	14
Pushing and Shoving	1	0
Saying Threatening Things	2	7
Disrespecting Teachers	24	7
Gang Symbols or Signs	5	0
Stealing	0	7
Yelling and Screaming	2	0
Damage to Property	0	0
Class Disruptions	8	0
Other	40	22
Middle School, N = 153	Elementary School, N = 14	

The category among eighth graders which drew the highest percentage of referrals, 40 percent, was the category titled "Other." Behaviors that were included in this category were smoking, truancies, and tardies. At the elementary school, where only 22 percent of the total number of referrals were in the "Other" category, representing three referrals, one of these was for teacher assault.

Approximately one-fourth (24 percent) of the

eighth grade referrals report disrespecting teachers as a main concern, while the same category represents only seven percent of the referrals for elementary students.

Probable Causes of Problem

Middle school students are facing more serious personal, social, and emotional problems than ever before (Stewart, 1993). According to the National Longitudinal Study of 1988, 47 percent of eighth grade students experience one or more of the following risk factors: a single-parent home, low family income, being home alone for more than four hours a day, parents who have not received a high school diploma, siblings who have dropped out of school, a family with limited English proficiency. Some of the deficits observed in social and behavioral areas may be partially due to such inadequacies in the home environment (Toro, Weissberg, Liebenstein, 1990; Lickona, 1991; O'Neil, 1991).

The family structure has undergone significant changes over the last 30 years (Thornburg, Hoffman, Remeika, 1991). The amount of time parents spend with their children has been greatly diminished by a rapid shift of mothers into the work force, escalating divorce rates, and the abandonment of children by their

fathers (Hewlett, 1991). As a result, more children must care for themselves after school (O'Neil, 1991). "Middle school educators are drawing a link between the pressures and losses associated with the change in family structure and the risk-taking behavior of more and more youth" (Mack, 1992, p. 57). Among the major concerns of middle school teachers are latchkey or unsupervised children and neglectful parents (Mack, 1992). In addition, teachers see the fractured family as the number one cause for dysfunctional students (Mack, 1992).

Teachers and principals witness the pain in the lives of children who are raised in fractured families. Gula, elementary school principal in Scotia, New York, stated that most behavior problems can be traced to home situations (Lickona, 1991). Latchkey kids are at increased risk of substance abuse, and fatherless children are less likely to perform well at school (Hewlett, 1991). In a study completed by Wentzel (1993), prosocial and academic behavior were found to be related positively to each other, as well as to family structure.

Children from single-parent homes or step-families are two to three times more likely to have emotional or behavioral problems than those who live with both biological parents (Cohen, 1993; Lickona, 1993). In

Dan Quayle Was Right, Whitehead stated:

> Across the nation, principals report a dramatic rise in the aggressive acting-out behavior characteristic of children, especially boys, who are living in single-parent families. Moreover, teachers find that many children are so upset and preoccupied by the explosive drama of their own family lives that they are unable to concentrate on such mundane matters as multiplication tables (as quoted by Lickona, 1993, p. 8).

Negative, aggressive student-behavior is highly detrimental to the classroom. As a result, teachers spend a great deal of time teaching students how to behave appropriately (Wentzel, 1993). "Children's disrespectful behavior at school all too often reflects the mis-education, neglect, or outright abuse they have received at home" (Lickona, 1991, p. 109). Some students with disciplinary problems and low self-concepts receive no guidance from their families (Thornburg et al., 1991; Trusty & Dooley-Dickey, 1993). O'Neil (1991) cites a poll of sixth through twelfth graders that indicated that one in five of the students polled had not had a ten minute conversation with a parent during the previous month.

It is not just parents who are providing less guidance for teens. Adults in the extended family and

in the neighborhood no longer share in the education or social development of the child (O'Neil, 1991). The rules, values, and role models previously provided by noncustodial adults have been lost with the disappearnace of close-knit neighborhoods (O'Neil, 1991). "It is generally accepted that during the next decade school personnel will be confronted with increasing numbers of students who come to school lacking important home support for their personal and learning needs" (Jones, 1991, p. 576).

As stated previously in this chapter, one of the probable causes for disruptive behavior is the students' attitude that there is no strong bond with the school community and many students experience an alienation toward school. Ruff (1993) notes that students who encounter social and academic problems in school, experience frustration and failure and become alienated from their school community. This alienation often develops into a pattern of absenteeism and discipline issues that exacerbate their academic and behavioral problems. This cycle develops into a vicious circle. Ruff (1993) quoting Phlegar points out the importance of "helping students feel connected to school and teachers" (p. 11).

What causes this feeling of school alienation? A

search of the professional literature sheds some light on the subject. Ruff (1993) describes at-risk students as having multiple characteristics, including poor attendance and poor behavior. He goes on to say that these characteristics can be associated with emotional stresses and/or problems at home. These distractions make it difficult for the student to concentrate on classroom tasks. The student then begins to experience feelings of inadequacy and a sense of failure. Curwin (1993) is in agreement when he states that the at-risk student is continually confronted with failure and as a result experiences feelings of worthlessness. Ruff continues by stating that embarassment and disappointment lead the student to become alienated from school. Alienation from school and lack of school success may provoke the student to express his frustration and anger through unacceptable, disorderly conduct (Schine, Bianco, and Seltz, 1992).

On an even more serious note, one need only look at alarming statistics concerning teen violence today. Kressly (1994) points out that there are predictors of violence that educators can observe and on which they should focus. Among these predictors are: low self-esteem, uncaring behavior, family abuse, alienation from or lack of connection to school,

suicide attempts, and depression. The results of a study conducted by the National Crime Analysis Project at Northeastern University produced the startling statistic that the number of 13- and 14-year-old boys arrested for murder has jumped 140 percent since 1985 (Stewart, 1993). O'Neil (1991) states that violence takes a daily toll in some neighborhoods. A death by violence (accident, murder, or suicide) for a teen increased 12 percent in the period from 1984-1988. Benson (1993) cites that of the eighth graders surveyed in 1990-91, by the Non-Cognitive Assessment Surveys, 33 percent of the girls and 26 percent of the boys had thought about suicide, while 13 percent of those surveyed had actually attempted suicide. O'Neil goes on to say that although schools are seen as a safe place for children, violent crimes committed at school reached 415,000 in 1987 and an estimated 135,000 students bring a gun to school every day. The problem of increased violence among our young people seems to be a trait of United States adolescents more than any other country of the world. "The U. S. homicide rate for 15- to 24-year-old males is 7 times higher than Canada's and 40 times higher than Japan's" (Lickona, 1993, p. 9).

The degree to which these compelling causative

data also described the targeted schools was ascertained through the use of a student survey (Appendix C). Information gathered from the survey confirmed that less than half (44.6 percent) of the students surveyed live with both parents.

Five questions that the students were asked were designed to determine the extent of adult contact or support each student experiences. Three of these questions involved family contact. Slightly more than half (51.8 percent) of the respondents arrive home after school to find an adult at home. Thirty-five and seven-tenths percent felt that it had been more than a week since the child and a parent had engaged in a ten minute conversation. More than one-third (35.7 percent) rarely or never eat dinner with everyone who lives in the home. In contrast, three-fourths of the students know three or more adults who live on the same street that the student lives. Another location that a child has adult contact is at school. When asked if there is an adult in school that the student trusts, 66.1 percent responded affirmatively.

Knowing other adults in the neighborhood can give a child a sense of security, but the age of the child may also influence this perception. Fifty-four percent of the fifth and sixth grade students stated that they

felt safe outside after dark while 86.7 percent of the eighth graders said the same.

The data revealed a strong discrepancy in the responses of the two age groups with regard to feeling a sense of pride in the school that the student attends. The younger group revealed a strong sense of pride with 82 percent of the group responding positively, while only 51.1 percent of the eighth graders responded similarly.

To document the self esteem of the targeted population a Self-Esteem Inventory (Appendix D) was completed by the target groups. Each statement was read aloud and an explanation of the statement was provided by the teacher, if needed. The students were asked to respond to each statement in a yes/no format.

These data, recorded in Table 4, indicate that 91 percent of the heterogeneous group of eighth graders have specific goals, while only 56 percent of the self-contained learning disabled fifth and sixth grade students have formulated specific goals. More than three-fourths of the older targeted group enjoy doing their own thinking and making decisions. Slightly over half of the younger group indicated those same emotions.

Table 4

Percentages of Students Responding to
Self Esteem Inventory
August 1994

	5th-6th grade Yes / No	8th grade Yes / No
I have specific goals that I want to achieve.	56/44	91/09
I enjoy doing things for myself without encouragement.	22/78	64/36
I feel free to express my true emotions.	33/67	42/58
I enjoy doing my own thinking and making my own decisions.	56/44	84/16
I can admit to mistakes or defeats without feeling put down.	78/32	64/36
I can take differences of opinion without feeling uncomfortable.	44/56	67/33
I can accept a gift or compliment without fumbling around and feeling I have to explain or give something in return.	67/23	62/38
I can laugh at myself without feeling degraded.	78/22	69/31
I feel free to express my opinions and convictions even when they differ from my peers.	56/44	51/49
I can be alone and not feel isolated.	89/11	60/40
I can let others be right or wrong without feeling I have to correct them.	11/89	60/40
I can appreciate and enjoy the achievements of others.	44/56	82/18
I can tell a story about myself without tending to brag or build myself up.	44/56	80/20
It is important to me that I please other people.	67/33	47/53
I welcome new challenges and face them with confidence.	78/22	69/31
I take responsibility for my own actions without blaming the circumstances or others.	22/78	69/31
I make friends easily and naturally.	89/11	62/38
I tend to trust other people.	78/12	60/40
I can identify several strengths that I have.	56/44	60/40
It doesn't bother me to ask questions or to ask for assistance when I need help.	67/33	73/27
I tend not to worry about what the future holds.	56/44	64/36

More than 75 percent of the eighth graders said it was possible to appreciate and enjoy others' achievements and to tell a story about themselves and not brag. Fewer students in the younger group (44 percent) agreed. Both the ability to make friends easily and to be alone and not feel isolated were true for 89 percent of the younger students. By contrast, only 60 percent and 62 percent, respectively, of the older students felt this to be true.

A closer similarity in the two groups, 42 percent for eighth graders and 33 percent for the fifth and sixth graders, can be seen in the responses to feeling free to express true emotions. Pleasing other people was more important to the elementary students than it was to the middle school students.

In summary, the underlying causes for student disruptive behavior, gleaned from the literature and based on data gathered from the site, include:

1. Fractured families
2. Lack of identity with the community
3. Low self-esteem
4. Lack of adult supervision and support

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The family and surrounding community are undergoing significant changes that deprive some children of adult support. Because of this disintegration, the schools are being asked to assume a "prominent role in alleviating the social and family problems that have a direct bearing on children's ability to learn" (O'Neil, 1991, p. 9). Schools, therefore, must become caring and moral communities that help children focus on their work, control their anger, feel cared about, and exhibit responsibility (Lickona, 1993).

The middle school student is open to new experiences and eager to develop interests, skills, and values (Schine, 1989). While adolescents are anxious to explore the community, they often encounter an environment less supportive than the elementary school classroom (Ruff, 1993). Bergman's study, as cited by Ruff, reviewed the attitudes of 220 middle school students and found that these students valued an

education and wanted to succeed in school, yet they felt that their needs were neither identified nor met. Searles (1992) indicates that the key developmental needs of the young adolescent include:

1) Positive social involvement with peers and adults:

   Belonging to a peer group is desperately important to young adolescents; therefore, they need opportunities to develop solid peer relationships. In addition, they require positive relationships with adults who respect and enjoy them.

2) Structure and defined limits:

   Adolescents often feel invincible to risks so it is important that they be given clear and specific limits. They should also be involved in the decision-making process regarding those limits.

3) Creative expression:

   Early teens need opportunities to express their ideas in various creative manners.

4) Achievement and competence:

   Young people who are self-conscious and self-critical, need opportunities to be recognized by others when they have completed a task successfully.

5) Significant participation in schools and communities:

Young adolescents need to be exposed to varied situations in which they can use their abilities to help solve real life dilemmas and develop ethical values.

6) Opportunities to reflect:

The need for reflection on their goals, actions, and the reactions of others helps to develop a young teen's self image.

Lickona (1993) addresses these needs through the implementation of what he refers to as character education. In this comprehensive program, the teacher should include the following: act as a caregiver, model and mentor, create a moral community, use cooperative learning, encourage moral reflection, foster caring beyond the classroom, and create a moral culture in school. Educators realize that the most effective way to keep students focused and prevent behavioral problems in high school, is to discuss student problems and concerns at the elementary and middle school levels (Ruff, 1993). Students who seem frustrated and defeated, are usually inclined to accept sincere support and guidance from teachers (Ruff, 1993; Stewart, 1993). If the teacher makes a systematic and ongoing effort to build a classroom community around

respect and kindness, and the students actively share in the responsibility, a strong class spirit develops and behavior problems are fewer (Lickona, 1991).

Cross-age programs present an opportunity for children to grow, through serving others and aiding the students in developing a positive, school-wide moral community (Lickona, 1991). Curwin (1993, p. 36) expresses the following:

> When we help at-risk students instead of reversing the roles and allow them to help others, we unintentionally send them a message of inferiority. Students will feel good about themselves and develop a sense of pride if they see themselves as being genuinely useful.

Rosenthal (1994) reported on a Sonoma County, California project, in which high school students were paired with fourth grade students for the purpose of teaching science. Rosenthal found that both groups benefited from the pairing. The high school students, though apprehensive at first, met high expectations when given full responsibility. They did not want to disappoint their fourth grade buddies. The fourth graders considered their high school buddies as teachers and as friends for whom they wanted to do their very best. This project demonstrated that cross-age programs provide an opportunity for

responsibility to develop and students to care about others. Students see that what they do makes a difference and they experience a sense of accomplishment that is generated from a real life situation. Lickona (1991) points out that students respect, affirm, and care about each other when they are given a chance to know something about each other.

Realizing a sense of control and accomplishment can also be experienced through the setting of goals. Goal setting can help young adolescents develop responsibility, achieve academically, and become motivated. Young adolescent students, whose self-worth has deteriorated, are unable to believe they can change their personal situation. Students need to have proof that efforts will pay off. Goal setting can help students avoid failure, rather than accept failure (Martino, 1993).

Atman and Hanna as cited by Martino (1993) identified steps in which successful students set goals. These steps include recognizing the problem, setting a goal, visualizing ways to achieve the goal, organizing, beginning without delay, concluding the activity, and fitting the accomplishment into a long range plan or sense of purpose. Martino (1993) citing Gaa states that students who set goals and predict outcomes attain more than those students who do not.

Galbraith as quoted by Martino (1993, p. 19) states:

> When young adolescent students are unsure or afraid of where they are going or being, the safest bet is to go nowhere, the surest thing to do is to do nothing. Their long term goals either don't exist, are illogical or romanticized.

According to Schine (1989) young adolescents who devote their time to helping others realize numerous benefits. The immediate benefits are an expanded horizon and a heightened sense of usefulness. They are better able to define their goals and values and are able to develop a basis for sound decision making and problem solving skills.

Decision-making and problem-solving skills are important in developing socially responsible behavior. While many children learn appropriate social behavior without direct instruction, social skills can be increased for all students through direct instruction (Vaughn, 1985).

O'Neil (1991) cites the remarks of Ianne, who believes that the American school may be the last hope for teaching children the values and societal rules that may or may not be taught at home. Lickona (1993) believes that educators are rediscovering a responsibility as adult role models. He states that teachers must promote a basic shared morality by

teaching the young such values as respect, fairness, responsibility, trustworthiness, caring, and civic virtue. If classrooms lack an environment of caring and respect for students, there is a risk of graduating future citizens without a sense of the common good, without respect for others and the environment, and without tolerance or responsibility (Williams, 1993). It would follow that educators promote the development of socially responsible behavior at school, since such behavior often has the additional benefit of improving academic performance (Wentzel, 1993).

Sullivan, cited in Educating At-Risk Youth (1991, p. 3), proposes:

> We must convey to city youth that the 'quality of their mind, the integrity of their soul, and the determination of their will' will determine their futures. We must emphasize character and the foregoing of short term gratification for long term accomplishment. We must help youth build a vision of the future in which they are viewed as solutions, not problems.

Project Outcomes and Solution Components

An analysis of the data presented in Chapter 2, colleague survey, student survey, and disciplinary

referrals, suggested a need for improving student behavior in the school setting. Probable cause data described in Chapter 2 and possible solution strategies, proposed in the review of the literature, indicate the necessity for implementing a program to help the targeted population develop appropriate relationships. The first terminal objective stated:

> As a result of a cross-aged program to establish helping relationships between the targeted eighth grade students and the targeted intermediate self-contained elementary students, during the period of September, 1994, to March, 1995, the number of negative behaviors for both groups will decrease, as measured by the number of student discipline referrals.

Subsequent examination of the self-esteem inventory and the student survey revealed a necessity for students to develop community identity and realize self-worth within the community. The second terminal objective stated:

> As a result of undertaking community service projects during the period of September, 1994, to March, 1995, the targeted eighth grade students and the targeted intermediate self-contained elementary students will improve their self-esteem and develop a connection to their school and

neighborhood community.

In order to achieve these terminal objectives, descriptive objectives expanded the design of the intervention that would lead to resolution of the problem.

For the time period beginning September, 1994, through March, 1995, at least 45 minutes per week will be devoted to one of the following:

1. By implementing a variety of bonding activities adopted from a cooperative learning model, the students will develop positive peer and student/teacher relationships within each individual targeted classroom as measured by teacher observations, behavior checklists, and a decrease in the number of student discipline referrals.
2. By implementing a variety of bonding activities adopted from a cooperative learning model, the students will develop positive peer and student/teacher relationships across and between the two targeted eighth grade classes at the middle school as measured by teacher observations, behavior checklists, and a decrease in the number of student discipline referrals.
3. By implementing a variety of bonding

activities adopted from a cooperative learning model, the targeted eighth grade students from the model school and the fifth and sixth grade self-contained learning disabled students at the elementary school will develop positive cross-age relationships as measured by teacher observations, behavior checklists, and a decrease in the number of student discipline referrals.

4. By participating in community service learning, the cross-age group of students will improve self-esteem, develop goal-setting and decision making skills, and gain an identity with the surrounding school community as measured by teacher observations, a self-esteem survey, and student reflections.

Action Plan for the Intervention

The action plan is designed to address four primary solution elements: community building within the classroom, enhancing peer relationships between the targeted eighth grade classrooms, developing positive cross-age relationships between the same eighth grade classrooms and the targeted elementary classroom, and cross-age community service projects.

As a result of an analysis of the literature and data collected from student inventories, surveys, and behavior referrals, the researchers reviewed and selected a variety of bonding activities in the fall of 1994. These activities will be implemented in each of the three components of the action plan that address peer relationships. The purposes of the three components affecting interpersonal relationships are to assist in: learning about each other, caring about each other, and feeling responsibility to the group.

Community service projects will be developed by students under the direction of a committee of four teachers. This component was selected for the purpose of creating an increased awareness of the surrounding school community. Active involvement on the part of the student will provide the opportunity for improving self-esteem and self-worth.

Processing an activity is an integral part of any cooperative group project. Therefore, upon completion of any activity, within each of the components of the action plan, a reflection time will be incorporated into the total process to allow students to critique, evaluate, and reflect upon that activity. This opportunity to reflect on students' goals, actions, and reactions of others will help to develop the students' self-image.

I. Developing a caring community within the classroom

A. Objective: students will develop positive peer relationships

B. Teacher-directed bonding activities within each targeted classroom include:

1. Elementary school activities (Appendix E)

a. Create business cards

b. Design picture frames

c. Participate in "Who am I?" game

d. Participate in People Search

e. Create thank you cards for support staff

f. Locate home on district map

g. Photograph individual students and display pictures

2. Middle school activities (Appendix E)

a. Create business cards

b. Design picture frames

c. Participate in "Who am I?" game

d. Photograph individual students and display pictures

e. Locate home on district map

C. Time frame

1. September, 1994, through March, 1995

2. Once per week interspersed among the other components
3. 45-minute period

II. Developing a caring community within the school

A. Objective: students will develop positive peer relationships

B. Teacher-directed bonding activities between the two targeted eighth grade classes include:

1. Conduct a People Search
2. Create a thank you card for support staff
3. Share photos
4. Develop a video touring the middle school
5. Plan for Camp Middle School

C. Time Frame

1. September, 1994, through March, 1995
2. Once per week interspersed among the other components
3. 45-minute period

III. Developing a caring cross-age community

A. Objective: students will develop positive cross-age relationships

B. Teacher-directed bonding activities between the elementary and middle school students include:

1. Write and exchange students' letters

2. Exchange students' photos
3. Go bowling
4. Plan and participate in a video review of shared activities
5. Participate in Camp Middle School
   a. Tour of middle school building
   b. Cafeteria lunch at middle school
   c. Panel discussion
   d. Locker relay
   e. Reflection

C. Time frame
1. September, 1994, through March, 1995
2. Once per week interspersed among the other components
3. 45-minute period

IV. Creating an increased awareness of the surrounding school community

A. Objective: students will have the opportunity to improve self-esteem and self-worth

B. Teacher-directed service learning projects involving the targeted eighth grade and elementary students include:
1. Participate in roadside cleanup
2. Decorate neighborhood tree for the holiday season

C. Student-initiated service learning projects involving the targeted eighth grade and elementary students will be developed through the following steps:
   1. Students will brainstorm possible ideas
   2. Students will use decision making techniques for final selection of a project
   3. Students will develop goal setting skills
   4. Students will plan and organize the details of the selected project

D. Time frame
   1. October, 1994, through March, 1995
   2. Interspersed among the other components

Methods of Assessment

Two methods of data collection will be used to assess the effects of the intervention. Student behavior will be documented through teacher observations recorded in a checklist format and the number of discipline referrals reported. These results will be compared to the data collected in the fall of 1994.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objectives of this project were to reduce the incidence of negative classroom behavior and to promote community identity. The solution chosen to meet these objectives was comprised of four elements: community building within the classroom, enhancing peer relationships between same-age classrooms, developing positive cross-age relationships, and participating in cross-age community service projects.

At the elementary and middle school sites, bonding activities adopted from a cooperative learning model were used to develop positive peer and student/teacher relationships within each classroom (Appendix E). Task groups were formed at the beginning of each lesson and maintained until completion of that lesson.

Original plans called for at least one 45-minute lesson per week, during which, one of the four elements of the solution was to be implemented. The nature of the elementary classroom permitted time for two 45-minute lessons per week. This allowed the

researchers to engage the students in additional bonding activities not included in the original plan. The modified schedule began in September, 1994, and was maintained throughout the intervention. Time limits for classroom periods at the middle school site allowed for only one 45-minute lesson per week to be spent on bonding activites. These activities were devoted to each of the four elements of the solution. The original plans called for five specific bonding activities within each targeted eighth grade classroom. In spite of time constraints, seven activities were actually completed.

To develop a caring community within the middle school setting, and to provide students an opportunity to develop positive peer relationships, bonding activities were implemented between two targeted eighth grade classes. A total of four such activities were completed within the designated time frame.

Additional activities were used to develop positive, cross-age relationships. The researchers planned and facilitated opportunities for the elementary and middle school students to interact. The exchanges included written and direct communications in the form of letters, photographs, and classroom visits.

The teaching schedules of the middle school researchers prevented the implementation of the bowling

activity as described in the original plan. An alternate activity was planned and carried out at the middle school site. The researchers were not able to complete, within the time frame of the intervention, the video review and Camp Middle School events originally outlined as part of the cross-age activities. Plans have been made to incorporate these activities into one culminating experience prior to the end of the 1994-95 school year.

Students at both the elementary and middle school sites were involved in cross-age community service projects for the purpose of creating an increased awareness of the surrounding school community. Two service-learning projects were completed during the 1994-95 school year. The first project, decorating neighborhood trees for the holidays, was teacher-directed. The second project, an assembly focusing on preventing gang involvement, was completely planned, organized, and presented by the targeted elementary and middle school students.

Samples of lesson plans for bonding activites and service-learning projects are included in appendix E.

Presentation and Analysis of Results

In order to evaluate the effectiveness of establishing helping relationships and building community identity, student discipline referrals and results from student surveys were compiled.

The information presented in Table 5 was collected from student behavior referrals that were written and recorded for students in the targeted classrooms from September, 1994, through March, 1995. A total of 112 referrals was filed on the 48 eighth grade students. Four referrals were filed for the 12 fifth and sixth grade students. It should be noted that the fifth and sixth grade referrals were all related to one student's behavior. Of the total number of behavior referrals filed at both sites, less than 2 percent were initiated by the researchers. The remaining discipline incidents were reported by other staff members.

The relationships established between the researchers and the targeted students apparently had a selective impact on student behavior. Clearly, students chose more appropriate behavior when they were with the teacher/researchers or under their authority. The bonds created during the intervention, related to the establishment of helping relationships, may have affected the students' feelings toward their teachers. When teachers model caring behavior, students tend to

live up to their expectations. This resulted in improved behavior based on relationships, not fear of punishment. This, perhaps, has a message for all those who wish to influence the behavior of children.

Table 5

Categories of Discipline Referrals
Percent of Total Referrals Recorded for
Targeted Students

Behaviors	Middle School August 1994 / March 1995	Elementary School August 1994 / March 1995
Fighting	14 / 5	43 / 0
Swearing	4 / 5	14 / 0
Pushing and Shoving	1 / 4	0 / 0
Saying Threatening Things	2 / 1	7 / 0
Disrespecting Teachers	24 / 27	7 / 25
Gang Symbols or Signs	5 / 5	0 / 50
Stealing	0 / 2	7 / 0
Yelling and Screaming	2 / 1	0 / 0
Damage to Property	0 / 0	0 / 0
Class Disruptions	8 / 15	0 / 25
Other	40 / 35	22 / 0

The total number of referrals involving eighth grade students has decreased by 22 percent. When data were collected in August, 1994, the average number of referrals written for each eighth grade student was three. The average number recorded per student during the intervention was two and one-third.

The total number of behavior referrals involving the fifth and sixth grade students decreased by 71

percent. These statistics appear to support the success of the intervention.

The data indicate a decrease in the percentage of referrals written for fighting in both school settings. By contrast, the data show an increase in class disruptions from eight percent to 15 percent at the middle school level, and zero to 25 percent at the elementary level. One incident of disruptive classroom behavior represents the 25 percent increase at the elementary site. None of the documented class disruptions occurred while the students were interacting with the researchers.

The category, "Other", decreased five percentage points, but remains as the category that drew the highest percentage of referrals among eighth graders. Behaviors that are classified as "Other" include truancy, excessive tardiness, smoking, or frequent failure to dress for physical education. This category dropped to zero at the elementary school level.

Disrespect for teachers, as a category of discipline referral, represents the reports of all teachers in the buildings. At the eighth grade level the increase is represented by three percentage points, while the fifth and sixth grade increase amounts to 18 percent.

The greatest increase in the percentage of referrals written in any one category is recorded for fifth and sixth graders in the area of "Gang Symbols or Signs." The increase of 50 percent represents two referrals.

The self-esteem inventory was re-administered in April, 1995. This instrument was used to determine the effect of the intervention on students' interpersonal relationships and identity with the community. In Table 6, student responses were compiled and compared with the August, 1994, results.

Several of the stimulus statements in the inventory pertain to caring relationships. Students at both sites showed a considerable increase in the ability to make friends easily. An 11 percent increase was recorded at the fifth and sixth grade level, with a 21 percent increase at the eighth grade level. All of the fifth and sixth grade students felt that they make friends easily and naturally. The teacher/researcher for these students has observed the development of an adolescent peer group that contains all 12 students. In past years, students in a similar setting often separated into factions during informal activities. It appears that the classroom setting and the bonding activities included in the intervention, provided the environment for developing a peer group. Aside from

the association with age-mates, an interpersonal relationship with a significant adult and a rationale for continuing an association, can contribute to the formation of a peer group (Ianni, 1989).

Responses from both age groups showed a considerable increase in appreciating and enjoying each others' achievements. The teacher/researchers observed this behavior during a period of reflection following a service-learning project. A discussion of the success of the project included comments like, "I think that everyone did his part", "everyone did a good job", and "we all shared our thoughts."

The researchers concluded from earlier evidence that students needed to develop self-worth within the community. Service-learning projects can provide an opportunity for students to develop a sense of personal accomplishment. As a result of the intervention, the students in both groups indicated greater ease in expressing personal information, feelings, and ideas. The increase in positive responses, with regard to these qualities, was particularly dramatic at the elementary school level.

The greatest increase in responses among elementary students, 48 percent, was to the statement, "I enjoy doing things without encouragement." It is

interesting to note that this increase brought the percentage of responses of the younger group closer to the percentage of responses given by the eighth grade students. Comparable results are evident in the responses to the stimulus statment, "I welcome and face challenges with confidence." Following the intervention, both groups appear to be self-motivated and self-directed.

As indicated by the data in Table 6, 100 percent of the fifth and sixth grade students report that it is important to please other people. This is a 33 percent increase for this age group. It would appear that this group finds personal satisfaction from pleasing others. By contrast, only one-third (36 percent) of the eighth grade students see importance in pleasing others. Research shows that adolescents are in a transitional stage of moral development. The adolescent is between practical reciprocity (do something for someone else if one receives benefits in return) and a morality based upon cultivating good relationships with others (broad acceptance from peers and significant adults) (Hillman, 1991). This age student is also striving for an independence from parents and a sense of identity. The importance of pleasing others appears to diminish as the student's independence and identity evolve. These observations are further substantiated by the fact that

95 percent of the eighth graders responded affirmatively to "I enjoy doing my own thinking and making my own decisions."

As stated in Chapter 3, one of the benefits of helping others is an acquired sense of usefulness. This sense of usefulness enhances the adolescent's ability to set goals. It is important to note the discrepancy in responses to the stimulus statement regarding the achievement of specific goals. Fifth and sixth grade responses increased from 56 to 100 percent, while the eighth grade responses fell from 91 to 79 percent. Early adolescents, in an elementary setting, seem to have specific goals they want to achieve. These goals may be as short-term as going on to middle school or learning how to drive a car. The students see such goals as probable or within the reach of most adolescents. Students at the middle school level begin to view the "achievement of goals" as long-term ambitions, such as, plans after high school or career choices. It would appear from the data, that younger students have more confidence in the knowledge that whatever the goals are, they can be achieved. Middle school students' self-esteem may be such that they do not feel they can attain the more long-term goals.

Table 6

Percentages of Students Responding Affirmatively
to Self Esteem Inventory

	5th-6th grade Aug. '94/April '95	8th grade Aug. '94/April '95
I have specific goals that I want to achieve.	56/100	91/79
I enjoy doing things without encouragement.	22/70	64/67
I feel free to express my true emotions.	33/30	42/67
I enjoy doing my own thinking and making my own decisions.	56/50	84/95
I can admit to mistakes or defeats without feeling put down.	78/70	64/71
I can take differences of opinion without feeling uncomfortable.	44/70	67/57
I can accept a gift or compliment without fumbling around and feeling I have to explain or give something in return.	67/100	62/76
I can laugh at myself without feeling degraded.	78/100	69/88
I feel free to express my opinions and convictions even when they differ from my peers.	56/80	51/64
I can be alone and not feel isolated.	89/60	60/71
I can let others be right or wrong without feeling I have to correct them.	11/30	60/62
I can appreciate and enjoy others' achievements.	44/100	82/90
I can tell a story about myself without tending to brag or build myself up.	44/70	80/69
It is important to me that I please other people.	67/100	47/36
I welcome and face challenges with confidence.	78/70	69/74
I take responsibility for my own actions without blaming the circumstances or others.	22/30	69/69
I make friends easily and naturally.	89/100	62/83
I tend to trust other people.	78/70	60/57
I can identify several strengths that I have.	56/70	60/57
It doesn't bother me to ask questions or to ask for assistance when I need help.	67/20	73/81
I tend not to worry about what the future holds.	56/40	64/57

The researchers did not administer the self-esteem inventory with gender divisions in mind. It is, however, the researchers' opinion that more females than males at the middle school level have responded with less confidence about achievement of goals. As documented in attitudinal research, the average young person believes girls are not as competent as boys, girls lack ability to do science and math, and girls cannot succeed in the public world because success in the world depends on being analytical (Butler & Sperry, 1991).

Both groups of student responses have decreased in percentage points pertaining to worrying about what the future holds. Fifth and sixth grade responses fell 16 points, while eighth grade responses fell seven points. These decreases may be due, in part, to other concerns plaguing the early adolescent. Hillman (1991, p. 4) writes, "Early adolescence is characterized by rapid physical growth, concerns about body image, . . . (and) intense conformity to and acceptance by peers."

Caring relationships can have a discernible impact on student behavior and self-esteem. The strategies utilized throughout the intervention improved self-discipline, created a moral climate within the classroom, and established various positive relationships.

Conclusions and Recommendations

The researchers feel that the increased interaction with students, for the purpose of developing helping relationships, has had a positive effect. The students' ability to communicate feelings and concerns through acceptable methods, thereby decreasing inappropriate classroom behaviors, has improved.

The assistant principal, at the middle school site, noted that the number of referrals written and filed from seventh grade to eighth grade always shows a substantial increase. In other words, for any given student who had been referred to the student office as a seventh grader, there have, more often than not, been more referrals filed on that student as an eighth grader. In addition, more students receive a first-time referral as an eighth grader than as a seventh grader. The researchers' data do not corroborate this trend, since the number of referrals involving the targeted eighth grade students decreased by 22 percent.

A particular student, who participated in the intervention, received 12 referrals as a seventh grader. During the eighth grade, the number of referrals recorded for the same student decreased to

five. In addition, none of these referrals was filed after the middle of November. During the fall of 1994, a school counselor was advising this student with regard to several serious personal problems. The counselor's prediction was that, without any intervention in this student's life, the student would likely end up in serious trouble, be a part of the juvenile system, or die. There were no planned intervention programs set up for the student by school personnel. The only intervention that occurred is described in this paper. The counselor applauded the efforts of the teacher/researchers, stating that this student and others involved in the intervention had received a listening ear and a caring, loving climate in the classroom. The counselor had not seen the student concerning any problems since December, 1994.

Of the 112 referrals written at the middle school level, a high percentage were written for students who also had attendance and truancy problems. This supports the idea that those students who attended school regularly, were more influenced by the intervention and, as a result, received fewer behavior referrals.

At the middle school level, teachers are involved with five different classes each day. Within the first two weeks of the intervention, the teacher/researchers

discussed an especially evident bond that had developed between the researchers and the targeted students. This relationship was not as obvious with students outside the targeted group. The targeted students' attitudes and behaviors reflected a true sense of cooperation with other students and with the researchers. The relationships between researchers and students is on-going. It was not unusual for the researchers to be seen as a nurturing parent by some of the students. In some cases, students wanted to address the researchers by first name as they would a friend. This increase in familiarity was not seen as disrespectful, but more as the students need for intamacy with the adult.

During the 1993-94 school year, one researcher was a part of the program for the communication disordered students at the targeted elementary school. The researcher serviced all self-contained learning disabled students at the elementarty site using a whole-classroom model of instruction with cooperative learning task groups. At that time, eight of the targeted fifth and sixth grade students, along with seven additional students, participated in a similar educational program. While implementing therapy techniques in this setting, the researcher observed a lack of respect for the classroom teacher and numerous

physical attacks on peers by one of the targeted students. In addition, an atmosphere of indifference was generated toward the researcher in and out of the classroom.

It appears to the elementary researcher that being a part of the bonding activities and facilitating service-learning projects, created an opportunity to develop and nurture a caring relationship with the targeted fifth and sixth grade students during this school year. The researcher has been the recipient of spontaneous acts of congeniality in and out of the classroom. While participating in lessons related to the intervention, the researcher has observed no physical assaults nor any lack of respect for the classroom teacher. The existence of a moral climate, where each member is valued and respected, and each member feels equal in the decision-making process, has been a direct result of the time spent in developing helping relationships and a sense of usefulness.

According to data collected from a daily behavior checklist (Appendix F) at the elementary level, the number of classroom rule infractions has decreased steadily since the beginning of the intervention. Since these findings are contrary to the upward pattern of behavior infractions of previous years, the

researchers can assume numerous positive benefits of developing caring relationships.

Social skills learned during bonding activities transferred to informal and academic situations. The ability to create a sense of belonging with significant peers and adults was greatly enhanced. Students were more willing to work in cooperative groups in order to accomplish a common goal. Teacher-time devoted to re-direction and documentation of behavior was significantly reduced. Student dialogue-journal entries have increasingly revealed students' willingness to entrust personal information, goals, and accomplishments with the researcher. A student revealed, "I need to turn my life around before I get into real trouble . . . today is a new day." The student's behavior infractions decreased by two-thirds from the second quarter to the third quarter of the school year.

In the middle school setting, most students only know the teachers with whom they have direct contact. Other teachers are virtually unknown. By using several bonding techniques, in which students met with teachers outside their traditional schedules, students were able to establish significant relationships with new adults. The teacher/researchers were treated with respect, greeted in hallways with familiarity, and sought out as

a source of advisement or as a mentor with whom to share ideas.

A focus of the intervention was to develop a caring relationship between the two age groups. Initial contacts between groups made the younger students feel somewhat anxious and nervous as they had a desire to appear as mature as possible. Ironically, the eighth graders frequently asked why they were obligated to work with "little kids." As the period of the intervention continued, mutual respect developed. This became apparent as the older students shared stories of communicating with the elementary students in situations outside of school. Researchers also observed evolving cross-age relationships during a brainstorming session to choose a final community service project. All students' ideas were accepted and supported regardless of the age of the contributor.

The final community service project, a school assembly on the prevention of gang involvement, was completely planned and organized by the students. The researchers found that, to a large degree, many students took ownership of the final project. Academically average, or even below average, students took on leadership roles during production. This was totally uncharacteristic of previous classroom behavior. As students witnessed positive outcomes

during the presentation, and received affirmation that the program had a significant impact on the audience, they came to understand that success breeds self-worth. The assembly was important as a means of showing the success of the "team" effort and, at the same time, served as an example of personal accomplishment to the targeted students' peers.

The researchers are of the opinion that elementary level and secondary level professionals must be made aware of the results of the intervention. Chapter 2 documented the existence of inappropriate behaviors in the school setting. The magnitude and the severity of the problem are portrayed nightly on local news broadcasts. Teachers are heard each day complaining about the amount of time spent on discipline in the classroom. The compelling decrease in behavior referrals brought about by this intervention should suggest that time spent on changing relationships between teachers and students is time well spent.

The researchers agreed that, if the intervention was duplicated, it would be beneficial to differentiate between the genders when administering the self-esteem inventory. Based on the fact that female maturity levels, both physically and socially, are developmentally different from those of their male

counterparts, assessing student responses separately may have been more revealing.

Longitudinal studies on the targeted students, as they proceed through future school experiences, could shed light on some very important issues. The ability of the students involved in the intervention to accept and succeed in positive leadership roles; the effect, if any, of the intervention on the dropout rate; and grade-level comparisons of standarized test scores are all concerns of the researchers.

The intervention confirmed the critical value of developing a caring environment for students. A crucial difference can be made in the daily lives of students if helping relationships are promoted in coordination with the academic curriculum.

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APPENDICES

Appendix A

STUDENT SURVEY

How often do you see these behaviors at school:
(Put a check in the box that you think is most accurate.)

	Never	Seldom	Often	Daily
1. Fighting?				
2. Swearing?				
3. Pushing and shoving?				
4. Saying threatening things?				
5. Disrespecting teachers?				
6. Gang symbols or signs?				
7. Stealing?				
8. Yelling and screaming?				
9. Damage to property?				
10. Class disruptions?				

11. Which of the following behaviors makes you feel the most afraid? (Put a 1 in front of the one that makes you feel most afraid. Put a 2 in front of the one that makes you feel next most afraid. Put a 3 in front of the next one.)

_____ Fighting
_____ Swearing
_____ Stealing
_____ Class disruptions
_____ Damage or property
_____ Saying threatening things
_____ Pushing and shoving
_____ Disrespecting teachers
_____ Gang symbols or signs
_____ Yelling and screaming

12. Which of the following behaviors do you think uses up most of the teachers' time? (Put a 1 in front of the one that you think uses most of the teachers' time. Put a 2 in front of the one that you think uses the teachers' time second most. Put a 3 in front of the one that uses the next most amount of time.)

_____ Fighting
_____ Swearing
_____ Stealing
_____ Class disruptions
_____ Damage to property
_____ Saying threatening things
_____ Pushing and shoving
_____ Disrespecting teachers
_____ Gang symbols or signs
_____ Yelling and screaming

Appendix B

SURVEY

Flinn is a good school with many positive aspects. We have an administration that has stated a desire for teacher input. This is your chance to be open, honest, sincere, and to make known your concerns, frustrations, and suggestions for solutions.

This survey is anonymous, confidential and teacher initiated. Please help make Flinn a better place for everyone by viewing this survey as an opportunity to help initiate positive movement forward. The raw data will be compiled by a volunteer teacher's committee. Hand written responses will be summarized and typed and all originals will be destroyed.

1. Of the items listed below, select up to four the items you find the most positive about Flinn. Use number 1 as the top item.

_____school building (physical facilities)

_____staff relations COMMENTS

_____student behavior

_____adequate materials and equipment

_____support services

_____administrative support of teachers

_____consistency in handling of building policies

_____effective handling of student referrals

_____expedient handling of student referrals

_____student support groups _____Flinn Action Teams

2. Rank the top four items (using number 1 as the top item) that cause you the most concern/frustration at Flinn.

_____school building (physical facilities)

_____staff relations COMMENTS

_____student behavior

_____adequate materials and equipment

_____support services

_____administrative support of teachers

_____consistency in handling of building policies

_____effective handling of student referrals

_____expedient handling of student referrals

_____student support groups _____Flinn Action Teams

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3. In your opinion, rank all of the following items of student behavior.

	OCCURS WITH HIGH FREQUENCY	OCCURS FREQUENTLY	OCCASIONALLY OCCURS	ALMOST NEVER OCCURS
talking back				
tardies				
insubordination				
disrespect of authority (intimidation, verbal/physical abuse)				
disrespect of peers (intimidation, verbal/physical abuse)				
lack/absence of motivation				
inappropriate hallway behavior				
basic supplies missing				
spitting				
student attire				

4. In your opinion, how are the following behaviors being dealt with by the administration?

	SUCCESSFULLY	ADEQUATELY	UNSUCCESSFULLY	DOES NOT APPLY	COMMENTS
a. talking back					
b. tardies					
c. insubordination					
d. disrespect of authority					
e. disrespect of peers					
f. lack of motivation					
g. hallway behavior					
h. supplies missing					
i. spitting					
j. student attire					

5. Select from all of the items listed above in part 4, (a through J) the 2 or 3 most common reasons you refer students to the office on a 4-part referral form.

   1.

   2.

   3.

6. a. Are the same students being referred from your classes multiple times for the same misbehavior?

   _____yes _____no

   b. If so are you seeing any change in behavior? Please comment.

   _____yes _____no

7. How have you helped to work with discipline problems at Flinn?

   _____participated in Lock-outs

   _____stand at door

   _____stop hall runners

   _____stop other hall problems

   _____parent calls

   _____parent conferences

   _____referrals to counselors

   _____other

8. Your suggestions about what could be done about the discipline problems at Flinn, or about what we could do about making this the Best Middle School in Rockford.

Appendix C

STUDENT SURVEY

Instructor: _____

Period: _____

Date: _____

Read each question and all the possible answers. Circle the letter of the statement that best answers the question. All of the surveys will be anonymous so answer as truthfully as possible.

1. *With whom do you live?*
   - a. Mother and Father
   - b. Father
   - c. Mother
   - d. Mother and Step-Father
   - e. Father and Step-Mother
   - f. Other: _____

2. *Where do your parents work?*
   - a. Mother: _____
   - b. Father: _____
   - c. Other: _____

3. *Is there an adult at home after school?*
   - a. Yes
   - b. No
   - c. Sometimes (___ out of 5 days)

4. *Do you go to a baby sitter or another after school day-care program?*
   - a. Yes
   - b. No
   - c. Sometimes (___ out of 5 days)

5. *When was the last time you had a conversation with your parent that lasted ten minutes or more ?*
   - a. Yesterday or today
   - b. Two to three days ago
   - c. Three to six days ago
   - d. More than a week ago

6. *Do you feel safe outside after dark?*
   - a. yes
   - b. no

7. *Do you know other adults on your street?*
   a. Yes, one or two
   b. Yes, three or more
   c. No

8. *Do you personally know someone who has been a victim of a violent crime?*
   a. Yes
   b. No

9. *Is there an adult in this school you trust?*
   a. Yes
   b. No

10. *Do you feel a sense of pride in your school?*
   a. Yes
   b. No

11. *How often do you eat dinner with everyone who lives in your house?*
   a. Every night
   b. Four to six nights per week
   c. Two to three nights per week
   d. Once per week
   e. Rarely
   f. Never

Appendix D

SELF-ESTEEM INVENTORY

Draw a circle around the number of statements that are TRUE for you.

1. I have specific goals that I want to achieve.
2. I enjoy doing things for myself without encouragement or praise.
3. I feel free to express my true emotions.
4. I enjoy doing my own thinking and making my own decisions.
5. I can admit to mistakes or defeats without feeling put down.
6. I can take differences of opinion without feeling put down.
7. I can accept a gift or a compliment without fumbling around and feeling I have to explain or give something in return.
8. I can laugh at myself without feeling degraded.
9. I feel free to express my opinions and convictions even when they differ from my peers.
10. I can be alone and not feel isolated.
11. I can let others be right or wrong without feeling I have to correct them.
12. I can appreciate and enjoy the achievements of others.
13. I can tell a story about myself without tending to brag or build myself up.
14. It is important to me that I please other people.
15. I welcome new challenges and face them with confidence.
16. I take responsibility for my own actions without blaming the circumstances or others.
17. I make friends easily and naturally.
18. I tend to trust other people.
19. I can identify several strengths that I have.
20. It doesn't bother me to ask questions or to ask for assistance when I need help.
21. I tend not to worry or fret about what the future holds.

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Appendix E

I. Lessons to develop community building

A. Bonding activities

1. Business Card

2. Picture Frame

3. Who Am I?

4. People Search

5. Thank-you notes for support staff

6. Locate home on district map

7. Photograph individual students

8. Rules and responsibilities

B. Problem solving - elementary level

1. Needs of senior citizens in the community

2. Emergency situation

C. Decision making - elementary level

1. Desert Survival

2. "Hey Al"

3. Daily Decision Making

a. Getting ready for school

b. We're Having Pizza for Dinner

II. Lessons to develop cross-age relationships

A. Develop and send pictures and letters

B. Receive and share pictures and letters

C. Display letters and pictures

D. Engage in Halloween activities

1. Prepare and send Halloween surprises

2. Visit middle school

a. Inside-Outside Circles

b. Halloween hidden picture search

E. Visit elementary school

III. Lessons to develop service learning

A. Decorate neighborhood trees - edible ornaments

B. Brainstorm ideas for student community project

C. Plan and present Gang Awareness assembly

Business Cards

Business Cards are motivational rehearsal tools that involve the entire class. Give each student a 3" x 5" index card. Explain the purpose of a business card—to greet other people, to tell about yourself.

Model the instructions on the overhead or board by giving sample answers to the following:

A. Write down your first name in the middle of the card using capital letters—TOM.

B. Write the name of your school beneath your name—e.g., ML King.

C. Write in one corner of the card a success you have had this week at school, home or play —e.g., made a friend, got a 95 on a quiz.

D. Write your learning *goal* for this week in another corner—e.g., improve vocabulary quiz score, finish a paper.

E. Write a *benefit* for doing your homework in yet another corner—e.g., higher grades.

F. Write down a *favorite* book title in the last corner—e.g., *Curious George, The Grapes of Wrath.*

G. Demonstrate your best cooperative skill—e.g., pat on the back, smiles or "Atta boy."

After all students have completed their cards, instruct everyone to find a partner. After the pairs settle, instruct them to focus on one of the corner topics (success, benefit, goal or favorite) and explain *why* that topic was selected. After one or two minutes, instruct students to switch partners. Continue switching until all four of the corner topics have been discussed.

Lesson Plan for Bonding

Objective: Students will be able to determine what person's name has been taped to their back.

Social Skill: Listening, verbal interaction

Thinking Skill: Skinny questions, deductive reasoning

Materials: Note cards, tape

Time Frame: 30-45 minutes

Product: Answer to "Who Am I?"

Procedures:

1. In advance Teachers will write the names of famous people or characters, dead or alive, on 3x5 note cards. One card is needed for each student.
2. As students arrive, one note card is taped to the back of each student. Students are not allowed to see the note card that is attached to their back.
3. The Teacher explains that each student needs to find out whose name is on his/her back. This is to be accomplished by asking other students "yes" or "no" questions about the person. For example, the student might ask, "Am I alive?" or "Am I a female?" The student may only ask one question of another student and then is required to move on to a different student. Each student should attempt to ask every other student in the class at least one question. He/she may ask more than one question of every other student as long as he/she doesn't ask 2 or more consecutive questions of the same student.
4. The questioning continues until all students have determined who they are.

Student Reflection: Teacher led discussion about what type of questions were most helpful in reaching the solution and why.

Follow-up: None.

STUDENT SEARCH #3

		Self / Friends
1.	Favorite Color	_____/_____
2.	Favorite Movie Star	_____/_____
3.	Month You Were Born In	_____/_____
4.	I Am The (Only, Youngest, Middle, Oldest) Child	_____/_____
5.	Favorite Sport	_____/_____
6.	TV Show You Like The Most	_____/_____
7.	Favorite Pet	_____/_____
8.	Blocks You Live From School	_____/_____
9.	Astrological Sign	_____/_____
10.	Favorite Food For Dinner	_____/_____
11.	Hair Color	_____/_____
12.	Last Affirmation You Gave Someone	_____/_____

Instructions: Fill in the answers for <u>yourself.</u> Then find another student and ask him/her for a match. If you get a yes, sign each other's Student Search Sheet. If you get a no, that person asks you a question looking for a match. Continue alternating asking questions until you find a match, then form new pairs. Try to get all your boxes filled in <u>by different students.</u>

(Adapted from a people hunt from *Cooperative Learning* by Spencer Kagan who adapted it from Laurel Robertson.)

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Lesson Plan for Thanksgiving Cards

Objective: Students will be able to complete a "thank you" note to a non-certified staff member for service in our school.

Social Skill: Cooperation

Materials: "Thank you" notes (attached), pens, markers, scissors, staff names

Time Frame: 45 minutes

Product: "Thank you" notes for non-certified personnel

Procedures:

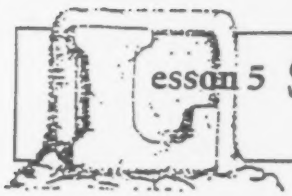
1. Class discusses the jobs, responsibilities, and services that non-certified staff provide.
2. Each student chooses a partner.
3. Pairs select a staff member's name.
4. Distribute materials.
5. Students but out "cards" and decorate.
6. Inside the card students write "thank-you". messages that reflect appreciation for that staff member's service.
7. Collect cards.

Student Reflection:

1. Did you know that it takes so many people to maintain our school?
2. What do you think the recipients of your cards will feel?
3. How does that make you feel?

Follow-up: Distribute notes.

FOLD
FOLD



Lesson 5 Student Search

Classbuilding
• *Getting Acquainted*

Lesson-At-A-Glance

Goal: Classbuilding (Getting Acquainted)
Grades: 3-Adult
Time: 25-45 Minutes

Outcomes — Students Will:

- Talk with one another and ask questions.
- Sign their names in appropriate places on others' Student Search handout.
- Share personal information.
- Exhibit ability to ask others' questions.

Materials:

- Student Search Handout for each student
- Timer and way to let class know when 30 seconds is up. This could be a bell, whistle, or switching the lights off/on.
- Post reflection questions and affirmation Starters

Structures:

- **Pairs**
- **Three-Step Interview**
- **Think-Pair-Share**

Lesson Overview

This lesson is designed so students make Similarity Groups and then have others in the room sign their Student Search handouts if they meet the criterion described. Three sample Student Searches are attached. Others can be developed with your own students in mind. This is an excellent lesson to develop inclusion very quickly.

Lesson Sequence

Teacher Talk:

Introducing the Lesson

Discuss with students that we all have differences and that sometimes students don't know very much about the other students in class. This will be an opportunity to find out more about fellow students.

Teacher Talk:

Explain Student Search

(Variation of instructions for Student Search #3 are at the bottom of that handout.) Tell students that they will be given a handout that has descriptions written on it. Their job is to gather signatures of as many different students as possible on their Student Search Handout. During the first five minutes, they will form pairs and alternate with their partner asking questions from their search sheet until they each can sign only one place on their partner's sheet or they are given the thirty second signal, whichever comes first. They will continue exchanging with different partners every 30 seconds till the 5 minutes is up.

Pairs:

Distribute Student Search Handout

Distribute Student Search Handout. Before students start, explain that they are to get as many different students to sign their Student Search Handout as they can in the next five minutes. Remind them that they will only

have 30 seconds in each pair to get a signature. Students should sign in only one space on any one handout. Ask students to repeat the rules. Answer any questions. Tell students you will let them know when to switch pairs.

Students Find Others On Their Own

When five minutes are up, tell students they are on their own in filling out the rest. They must interview students with whom they haven't yet talked. Let this go on until it looks like most have filled up their student search handout. When you are ready to quit, then have students stop.

Reflections & Affirmations

Three-Step Interview: Reflections

Give one of the questions below. Ask students to think of their answer. Have students pair with a teammate or have prearranged pairs. They discuss their answer to the questions below in their pair. Then have two pairs spin together for a team of four.

Step 1: One student in the pair asks the other the question. The student answers.

Step 2: The students change roles.

Step 3: Two pairs form a team and students each take a turn paraphrasing their partners response to the question.

- What kinds of new information did you find out about classmates?
- What did you find out that surprised you?
- How did the Similarity Groups help in the student search questionnaire?
- Which was easier, the thirty seconds and switch, or on your own? Why?
- How was the Similarity Groups different from the student search?
- How was the Similarity groups similar to the student search?
- How might you use this type of a student search sheet in your home?

Think-Pair-Share: Affirmations

Quickly review the use of appropriate affirmations if necessary. Have students work in the pairs they have been in. Ask students to think of an appropriate affirmation for their partner. Refer to the affirmation starters which you will have posted. Students can use these if needed.

Affirmation Starters:

_____, thanks for signing my sheet.

I liked the way you laughed.

I appreciate your help.

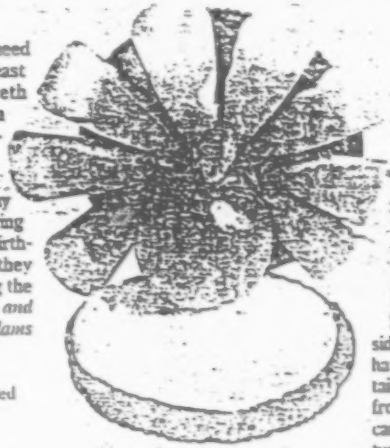
FOR THE KIDS

Gobblers for Gobbling

Thanksgiving turkey doesn't need to come out of the oven. At least that's the way it is at Elizabeth Yarborough's house. Elizabeth, a long-time reader of *Southern Living*, shares her recipe for making these treats.

This tasty project is a great way to get the kids involved in preparing for a holiday party, a November birthday, or the big dinner itself. All they will need is a little help separating the cookies.

Bill McDougald and Kaye Mabry Adams



While you're preparing the big Thanksgiving feast, keep the kids busy making their own tasty turkeys.

TURKEY TREATS

1 (16-ounce) package cream-filled chocolate sandwich cookies
½ cup red cinnamon candies
1½ cups malted milk balls
1 (16-ounce) container ready-to-spread chocolate frosting
1 (9.5-ounce) package candy corn

Carefully separate each cookie, leaving cream filling on one side; set cookie halves without filling aside.

To make the turkey body, attach or "glue" a red cinnamon candy (turkey head) to each malted milk ball (turkey body) with a dab of chocolate frosting. Attach a turkey body to center of each cookie half with cream filling using a dab of chocolate frosting.

Spread chocolate frosting on the inside of each cookie half that does not have cream filling. For the turkey tail, arrange candy corn on chocolate-frosting cookies with wide end of candy along outer edge. Attach each turkey tail behind a turkey body using chocolate frosting. Store assembled turkeys in the refrigerator. Yield: 42 cookies.

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Unit 6 **PROBLEM SOLVING**

Lesson 1 **Emergency Situations**

GOALS

1. To understand what an emergency is
2. To know what to do and what to say in an emergency

MATERIALS

1. Emergency Situations Introduction
2. Emergency Situations Worksheet
3. Emergency Situations Role-Playing Cards
4. Emergency Situations Quiz

DISCUSSION

1. Elicit from the students what an emergency is. If unable to get a good answer, tell them an emergency is an urgent situation that calls for immediate action. Ask the students to give examples of emergencies. Ask if any student has ever been involved in an emergency. Discuss the fact that it is important to know exactly what to do beforehand in an emergency because there is no time to think about what you should do then.
2. Give the students the Emergency Situations Introduction. Discuss the concepts.
3. Give the Emergency Situations Worksheet as an in-class or homework assignment.

ROLE-PLAYING

1. Each student chooses a role-playing card and other students to help, if necessary. Students then act out the situation.
2. After each situation has been role-played, the rest of the class discusses how the students handled the emergency. The students may also discuss alternate ways of handling the emergency.
3. If the students have difficulty thinking of appropriate solutions, you may want to give them multiple choices, and let them choose the appropriate solution.
4. Give the Emergency Situations Quiz, or use it as an in-class or a homework assignment.

PROBLEM SOLVING

Emergency Situations Introduction

An emergency is an urgent situation that calls for immediate action.

Some examples of emergencies are

1. a fire
2. a robbery
3. a mugging
4. an auto accident
5. an accident at home or work
6. a stranger harrassing or following someone

It is important that you know what to do in an emergency. You must react quickly because there is no time to think about what you should do during an emergency.

At your home, or when you are babysitting, you should have a list of emergency telephone numbers.

1. fire department
2. police department
3. family doctor
4. nearby hospital
5. ambulance service
6. poison control center

PROBLEM SOLVING

Emergency Situations Worksheet

Read each situation. Write your answer on the lines provided.

1. You decide to make dinner for your family. You are cooking hamburgers on the grill and the grill catches on fire. What should you do?

_____

_____

2. You are home alone at night. All of a sudden, the power goes out and your house is completely dark. What should you do?

_____

_____

3. You are walking along the street. Suddenly, you see an elderly man stumble and fall. His head is bleeding. What should you do?

_____

_____

4. You are babysitting for a three-year-old. You turn your back for a minute and when you look back, you see he has climbed up on a chair. Before you can get to him, he has fallen off and is sitting on the floor crying. What should you do?

_____

_____

5. You are sitting on the bus going to school. A man sits down next to you and strikes up a conversation. He asks your name, how old you are, and where you go to school. Even though you don't answer his questions, he keeps talking to you. When you get up to get off at your stop, he starts to get off, too. What should you do?

_____

_____

6. You are sitting in class and suc nly feel sick and dizzy. What should you do?

_____

_____

THE DESERT SURVIVAL PROBLEM

It is approximately 10:00 a.m. in mid-August. You have just crash-landed in the Sonora Desert in southwestern United States. The aircraft containing the bodies of the pilot and co-pilot has completely burned. Only the air frame remains. You and all others aboard survived the crash without injury.

The pilot was unable to notify anyone of your position before the crash. However, he has indicated before impact that you were 70 miles south-southwest from a mining camp, which is the nearest known habitation, and that you were approximately 65 miles off the course that was filed in your VFR Flight Plan.

The immediate area is quite flat, and except for occasional barrel and saguaro cacti appears to be rather barren. The last weather report indicated that the temperature would reach 110° that day, which means that the temperature at ground level will be 130°. You are dressed in light weight clothing – short sleeved shirts, pants, socks, and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.38 in change, $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

YOUR TASK

Before the plane caught fire your group was able to salvage the 15 items listed below. Rank these items according to their importance to your survival, starting with "1", the most important, to "15", the least important. You may assume– 1) the number of survivors is the same as the number on your team; 2) you are the actual people in the situation; 3) the team has agreed to stick together, and 4) all items are in good condition.

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
	Individual Ranking	Team Ranking	Expert's Ranking	Difference Ind. /Expert	Difference Team/ Expert
FLASHLIGHT (4 battery size)					
JACK KNIFE					
SECTIONAL AIR MAP OF AREA					
PLASTIC RAINCOAT					
MAGNETIC COMPASS					
COMPRESS KIT WITH GAUZE					
.45 CALIBER PISTOL (loaded)					
PARACHUTE (red and white)					
BOTTLE OF SALT TABLETS (1000 tablets)					
1 QT. OF WATER Per Person					
A BOOK: EDIBLE ANIMALS OF THE DESERT					
A PAIR OF SUNGLASSES Per Person					
2 QTS. OF 180 PROOF VODKA					
1 TOP COAT PER PERSON					
A COSMETIC MIRROR					
				INDIVIDUAL SCORE	TEAM SCORE

This exercise was developed by J.C. Lafferty, P.M. Eady and A.W. Pond, Human Synergistics, 1970

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D. Scoring the Decision

The Expert: Alonzo W. Pond, M.A., is the desert survival expert who has contributed the basis for the item ranking. He is the former Chief of the Desert Branch of the Arctic, Desert, Tropic Information Center of the Air Force University at Maxwell Air Force Base.

Two of the several books Mr. Pond has written are "Survival," an excellent reference if you would like to do more reading on this subject and "Peoples of the Desert," written after Mr. Pond had spent years living with people of every desert in the world except the Australian.

During World War II Mr. Pond spent much of his time working with the Allied Forces in the Sahara on desert survival problems. While there and as Chief of the Desert Branch, he encountered the countless survival cases which serve as a basis of the rationale for these rankings.

The Expert Ranking and Rationale

NO. 1 – COSMETIC MIRROR

Of all the items the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

NO. 2 – 1 TOP COAT PER PERSON

Once you have a communication system to tell people where you are your next problem is to slow down dehydration. Forty percent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. The top coats, ironic as it may seem, are the best available means for doing this. Without them survival time would be cut by at least a day.

NO. 3 – 1 QUART OF WATER PER PERSON

You could probably survive 3 days with just the first 2 items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration (see page 22). It would be best to drink the water as you become thirsty, so that you can remain as clear-headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

NO. 4 – FLASHLIGHT (4 BATTERY SIZE)

The only quick, reliable night signalling device is the flashlight. With it and the mirror you have a 24 hour signalling capability. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device or for starting a fire. The battery container could be used for digging or as a water container in the distillation process (see plastic raincoat).

NO. 5 – PARACHUTE
(RED AND WHITE)

The parachute can serve as both shelter and signalling device. The saguaro cactus, which is pictured on the cover, could serve as a tent pole and the parachute shrouds as tent ropes. Double or triple folding the parachute would give shade dark enough to reduce the temperature underneath it by as much as 20%.

NO. 6 – JACKKNIFE

Although not as crucial as the first 5 items, the jackknife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

NO. 7 – PLASTIC RAINCOAT
(LARGE SIZE)

In recent years the development of plastic, nonporous materials have made it possible to build a solar still. By digging a hole and placing the raincoat over it the temperature differential will extract some moisture from urine-soaked sand and pieces of barrel cactus and produce condensation on the underside of the plastic. By placing a small stone in the center of the plastic a cone shape can be formed and cause moisture to drip into the flashlight container buried in the center of the hole. Up to a quart a day could be obtained in this way. This would be helpful, but not enough to make any significant difference. The physical activity required to extract the water is likely to use up about twice as much body water as could be gained.

NO. 8 – .45 CALIBER PISTOL (LOADED)

By the end of the second day speech would be seriously impaired and you might be unable to walk (6 to 10% dehydration). The pistol would then be useful as a sound signalling device and the bullets as a quick fire starter. The international distress signal is three shots in rapid succession. There have been numerous cases of survivors going undetected because they couldn't make any loud sounds. The butt of the pistol might also be used as a hammer.

The pistol's advantages are counterbalanced by its very dangerous disadvantages. Impatience, irritability and irrationality would all occur as dehydration increases. This is why critical decisions should be made before dehydration sets in. Under the circumstances the availability of so lethal a tool constitutes a real danger to the team. Assuming it were not used against humans, it might be used for hunting, which would be a complete waste of effort. Even if someone were able to shoot an animal with it, which is very unlikely, eating the meat would increase dehydration enormously as the body uses its water to process the food.

NO. 9 – A PAIR OF SUNGLASSES
PER PERSON

In the intense sunlight of the desert photothalmia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using a handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

NO. 10 – COMPRESS KIT WITH GAUZE

Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. Due to the fact that the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well-documented case, a man, lost and without water, who had torn off all his clothes and fallen among sharp cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water.

The kit materials might be used as: rope, or for wrapping your legs, ankles, and head, including face, a further protection against dehydration and sunlight.

NO. 11 – MAGNETIC COMPASS

Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

NO. 12 – SECTIONAL AIR MAP
OF THE AREA

Might be helpful for starting a fire, or for toilet paper. One man might use it for a head cover or eye shade. It might have entertainment value. But it is essentially useless and perhaps dangerous because it too might encourage walking out.

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NO. 13 – A BOOK ENTITLED:
"Edible Animals of the Desert"

The problem confronting the group is dehydration, not starvation. Any energy expanded in hunting would be costly in terms of potential water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should the survivors. If the hunt was successful, the intake of protein would cause an increase in the amount of water used to process the protein in the body. General rule of thumb – if you have lots of water, eat, otherwise, don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

NO. 14 – 2 QTS. OF 180 PROOF VODKA

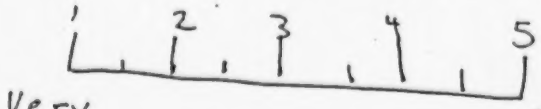
When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off the alcohol. We estimate a loss of 2 to 3 oz. of water per oz. of alcohol. The Vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his problem. The Vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. All in all, the Vodka represents more danger than help.

NO. 15 – BOTTLE OF SALT TABLETS
(1,000 TABLETS)

Wide spread myths about salt tablets exist. The first problem is that with dehydration and loss of water blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water the salt tablets would require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even the man who developed salt tablets now maintains they are of questionable value except in geographical areas where there are salt deficiencies.

Processing Questions:

1. To what extent did others pay attention to your ideas?
2. How frustrated did you become while reaching the team decisions?
3. How responsible + committed do you feel for the decisions that were made?
4. To what extent did you actively seek contributions from others?
5. How good do you think the team's decisions are?



Very little — Very much

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Hey Al

by Arthur Yorinks

Hey Al is a fantasy story with a moral. All elementary students love the tale of Al and his faithful dog Eddie, but second and third graders are especially taken in. In this tale, a janitor named Al and his dog Eddie are persuaded by a large bird to give up their dull lives and come with him to paradise. Al and Eddie undertake this adventure only to find out they would be better off back in their one room apartment.

Story drama takes on a festive or circus-type air with a few extras. All dramas can be done on the spur of the moment but adding costuming and a few props adds variety. Name tags are a good idea. You may need two or three for each student depending on how many characters they will create. I like to come to class with an assortment of hats and a lavish feathered mask to accent the roles I play in Hey Al. Martha, Al's neighbor, wears a nurses's cap. Al sports a baseball cap and carries a few tools in his pockets. The feathered mask is for the large mysterious bird. Additional props such as a stethoscope or white coat work well for the doctor.

During this drama, I am amazed at the argumentative strategies employed by such young minds. This is demonstrated in the conversation between Al and Eddie to decide whether or not they will go off with the large bird that has appeared in their bathroom. Once the student realize that saying, "Yes, you will," or "No, you won't," gets them nowhere, they employ many tactics to convince the other. Surprisingly enough, many Al and Eddie pairs decide to stay home and fulfill their responsibilities. The whole exchange can be very enlightening for the teacher.

Story drama is versatile enough to be used in many other situations other than single grade classrooms. Consider combining classes, putting on a whole school drama, or asking parents to participate in a story drama on Parents' night.

My most memorable experience becoming the character Al was at the story drama sessions for a Young Author's Conference. Parents and their children were very involved in the characters they had created. I had decided for this event I would model the role of Al by wearing overalls, my hair tucked under a baseball cap and lots of tools tucked in my pockets. I was also carrying an additional load, being seven months pregnant. Things were going so well when one puzzled student, whom I had certainly convinced I was at the very least male and most probably Al, blurted out, "And just what is that inside your pants?" I laughed, his mother shrank in her seat and the story continued. What makes story drama as open and creative is that anything can happen. So Al, are you going to paradise?

Teacher: Read pages 6 - 13.

Teacher: Look at the pictures of the birds in this picture. Choose a bird that you like. Look at the type of legs you bird has. Look at the beach, feathers, size of the bird and other features. Think about what call you bird might make. Think about how your bird might walk. (Have the students walk about the room as their bird in a bird parade.)

Teacher: Read pages 14 and 15.

Teacher: Al and Eddie left in such a hurry that they forgot to tell anyone where they were going. Send a postcard pretending you are Al or Eddie to someone you know (Pass out postcard size pieces of paper. Have the students write their message on the back of the card. Include such things as: where they are, how are they enjoying themselves, what they do all day, etc. Have the students draw a picture of the place where the bird brought them on the front of the card).

Teacher: Read pages 16 - 19.

Stop at this point and have the students write a note begging for rescue to put in a bottle with the hopes someone will find it. The next day as a follow -up activity, shuffle the notes, distribute them to the class and have the students write a response to the pleas for help.

Teacher: "Hello, I am Dr. Horatio Medicine. What seems to be the problem today?" (Teacher interview students roleplaying the parts of Al and Eddie who are turning into birds). "Where does it hurt? When did these symptoms begin? Can you think of anything unusual you have done lately that might have caused this? Describe all of your symptoms."

Teacher: Read pages 20-23. Ask the students playing Al what they will do now that Eddie is missing. How will life be different? Have the other students offer advice.

Teacher: Read the last two pages. Discuss what the ending means. Refer back to the page that says, "But, ripe fruit soon spoils." Discuss what this means and how it relates to the end of the story.

Lesson Plan for Decision Making

Objective: Students will be able to compile a list of decisions made when a family decides to have a pizza for dinner.

Social Skill: Teamwork, acceptance of all ideas

Thinking Skill: Brainstorming, sequencing

Materials: Paper, pen, or pencil

Time Frame: 30-45 minutes

Product: List of decisions to be made

Procedures:

1. Teacher will get students into cooperative groups.
2. Each group will select a recorder and a reporter.
3. Teachers will explain to students that they are to make a list of all decisions made when a family decides to have pizza for dinner. An example will be provided.
4. Teachers will encourage cooperative groups to create the list in a sequential order and to be as detailed as possible.
5. Students will brainstorm ideas and the recorder will write the responses.
6. After 20 minutes the brainstorming will stop. The reporter in each group will share the group's list with the whole class.

Student Reflection: Teacher-formulated questions as follows.

1. What sequential order did your Team use?
2. Did your Team think sequential order helped to organize your brainstorming? Why?
3. When would you use decision making skills?
4. Did your Team listen to and accept all ideas?
5. What did your Team do well in this activity?

Follow-up: Students will think about other times during the day when decisions need to be made. The students will share their observations at the end of the day.

Lesson Plan for Decision Making

Objective: Students will be able to recognize the number of decisions made while preparing for school.

Social Skill: Cooperation, listening to all ideas

Thinking Skill: Brainstorming

Materials: Chalkboard and chalk or chart paper and marker

Time Frame: 20-30 minutes

Product: List of decisions made

Procedures:

1. Teachers will lead students in a discussion regarding their freedom to make decisions in the U.S.
2. Examples will be provided by teachers(i.e. grocery shopping).
3. Teachers will describe a time frame beginning at wake-up and ending with departure for school.
4. Students will brainstorm all aspects of preparing for school. Teachers will instruct students to be very specific. For example: to shower or take a bath, what to eat for breakfast, what to wear.
5. Teachers will lead students in a discussion pertaining to their awareness of the number of decisions made in approximately 60-90 minutes.

Student Reflection: Oral discussion

Follow-up: Similar activity using cooperative groups.

CONSENSUS DECISIONS

Avoid arguing for your own position. Present it as logically as possible, but be sensitive to and consider the reactions of the group, especially if you have made the point before.

Avoid win-lose stalemates in the discussion of opinions. When impasses occur, look for the next most acceptable alternative for all parties involved.

Avoid changing your mind only to avoid conflict and only to reach agreement. Strive for enlightened flexibility, but avoid outright capitulation.

Avoid techniques such as the majority vote, averaging, bargaining, coin flipping or trading out. Treat differences of opinion as indicative of incomplete sharing of relevant information.

View differences of opinion as both natural and helpful. Generally, the more ideas expressed the richer the final decision.

View initial agreement as suspect. Explore reasons underlying the agreement; make sure people have arrived at the same conclusion for either the same or complimentary reasons.

Avoid subtle forms of influence and decision modification. For example, when a dissenting member finally agrees, don't feel he/she must be rewarded by having his/her way on some subsequent point.

Be optimistic that your group can achieve consensus and excel at its task.

Lesson Plan for Halloween Puzzles

Objective: Students will be able to send a message to students attending another school.

Social Skill: Encouragement, cooperation

Materials: Blank holiday puzzles, markers, students' names (recipients), small manilla envelopes

Time Frame: 45 minutes

Product: Halloween puzzle

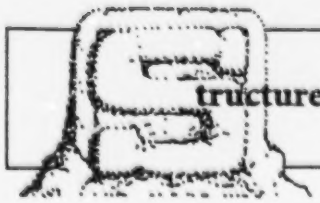
Procedure:

1. Class discusses characteristics of own school and the school receiving the holiday messages.
2. Students work in pairs.
3. Each pair chooses a student's name.
4. Distribute materials.
5. Students plan together and decorate puzzles.
6. Students prepare and include a personal message on the puzzles.
7. Pairs address and decorate an envelope.
8. After the puzzles are placed in the envelopes, all are collected and delivered.

Student Reflection:

1. How are our schools alike? different?
2. How are our families alike? different?
3. What did you and your partner like best about this activity?

Follow-up: Students will research and collect data on characteristics of the school community.



Structure 6 Inside-Outside Circle

See Lessons
2, 26, 28, 34

Steps of Inside-Outside Circle

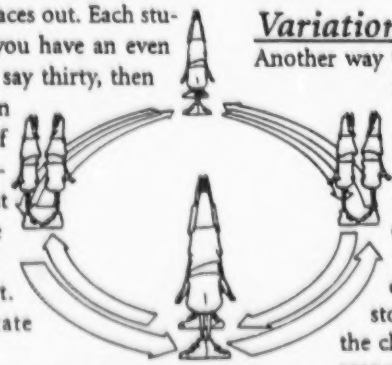
1. Students form two concentric circles.
2. Circles face each other to share or quiz.
3. Students rotate to share or quiz with a new partner.

Inside-Outside Circle is a great structure for students to share personal information about themselves or review and practice academic and relationship skills in a short period of time. It's also energizing because students are moving.

Steps of Inside-Outside Circle

1. Concentric Circles

Have your students form two concentric circles, one inside the other. The outside circle faces in, the inside circle faces out. Each student faces a partner. If you have an even number of students, let's say thirty, then you'll have fifteen facing in and fifteen facing out. If you have thirty-one students, place the thirty-first student in either circle and have them become a "twin" with one student. They will share and rotate together with their twin.



Inside-Outside Circle

2. Students Face Each Other and Share

Now that each student is facing another student, they share information about themselves such as their best ever summer vacation, or favorite TV program. Students can quiz the student across from them on information presented by the teacher or with flash cards.

3. Students Rotate

Have the the outside circle move one person to the right to a new partner, while the inside circle is stationary. In this way you can have students share personal information or quiz each other very quickly with everybody involved. If they are quizzing each other, students have different flash cards, and may trade cards before they rotate to double the practice.

Variation

Another way to make the rotation less predictable and more exciting is to have the students make a "right face" or a "left face" and then tell students how many to rotate while both circles move. If you tell students to rotate three then each student passes two students and stops at the third. You may have the class count together in a choral response. This adds spice to the structure and makes it more lively.

Lesson Plan for Bonding Activity

Objective: Students will be able to cooperatively complete a project consisting of decorating edible ornaments for wild animals.

Social Skill: cooperation

Materials: cookie cutters, loaves of bread, raisins, bird seed, cranberries, pine cones, oranges, apples, peanut butter, paper plates, paper cups, plastic knives, needle and thread

Time Frame: actual construction - 45 minute class period, one to two weeks needed for planning, organizing, and collecting materials

Product: Edible ornaments decorated for distribution in neighborhood of school for wild animals

Procedures:

1. Call local business in vicinity of school for donations of food.
2. One to two days prior to decorating, cut shapes from slightly frozen, day-old bread using cookie cutters. Slice apple and orange slices.
3. Use a needle and thread to poke a hole through bread shapes and fruit slices as a means of hanging ornaments from a tree branch.
4. Let these sit out to dry for at least one day.
5. Set up for project consists of putting a small amount of peanut butter in small paper cups and bird seed, raisins, cranberries, bread, fruit slices and pine cones on a paper plate.
6. Divide students into teams combining students from different classes.
7. Give students a set of directions for decorating the ornaments when each team picks up its supplies which consist of paper cup, knife for spreading peanut butter and paper plates with the remaining food materials.

Follow-up: Pack all finished products in boxes for distribution at a later date - keep in a cool, dry place.

Lesson Plan for Service Learning Project

Objective: Students from elementary and middle school will be able to complete a community learning project consisting of decorating neighborhood trees.

Social Skill: Learning responsibility toward community

Materials: Completed edible ornaments

Time Frame: Approximately two hours

Product: Complete service project

Procedures:

1. Make transportation preparations for field trip into the community.
2. Make necessary phone calls to businesses and/or private residences for the purpose of getting permission to decorate trees on private property.
3. At each distribution site divide up ornaments so that all students get a chance to participate in activity.
4. Take photographs or a video of activity for viewing later by the students as part of reflection.

Student Reflection: Have each student respond to an open ended statement, for example, "Participating in this project made me feel ..." or "One thing I especially enjoyed about this project was ..."

Follow-up: Celebration of event by having lunch at McDonald's with all students. Send thank-you cards to businesses which had donated supplies and materials for project. Display a photo bulletin board at McDonald's depicting various stages of project for public viewing.

Lesson Plan for Service Learning Project

Objective: Students will be able to activate their action plan which is determined by the committee on which they are serving.

Social Skill: Team work, encouragement, responsibility, role playing

Thinking Skill: Sequencing, organizing

Materials: Paper, pens, telephones, typewriter or computer, banner-length paper, markers, poster board, name tags, microphones, speakers, video camera, props for skit

Time Frame: Approximately six to eight hours

Product:

1. Parent Letter
2. "Hawk" up-date (school newspaper)
3. Posters
4. Banners
5. Permission notes
6. Phone calls to media and school board president
7. Transportation arrangements
8. Announcement/invitation to other classes invited to attend
9. Program
10. Audio-visual set-up
11. Skit

Procedures:

1. Students will meet with their committee and a teacher to solidify their goals and action plan.
2. Each committee will write sequential details of their action plan.
3. Teachers will help facilitate their plans and serve as encouragers.
4. Students will write a rough copy for teachers to edit and will rehearse and/or role play their committee's product.
5. Parent letter, newspaper article, programs and permission note will be written or typed in final form by the students and dispersed appropriately.
6. Conversations will be held with Principal, Media, and School Board President.
7. Posters and banners will be make and displayed.
8. Transportation arrangements will be made.
9. Announcements will be made to those classes invited to attend.
10. Students will set up props and audio-visual equipment.

Follow-up:

1. Gather returned permission notes.
2. Present program.

MAKING A DIFFERENCE: ACTION PLAN

Names: _____ _____

_____ _____

_____ _____

Explain your part in the project: _____

_____

_____

You have the ideas, now write the plan. Refer to this guide as your plans develop and change.

Purpose (why are you doing this?): _____

_____

_____

Outcome (what will result from the project?): _____

_____

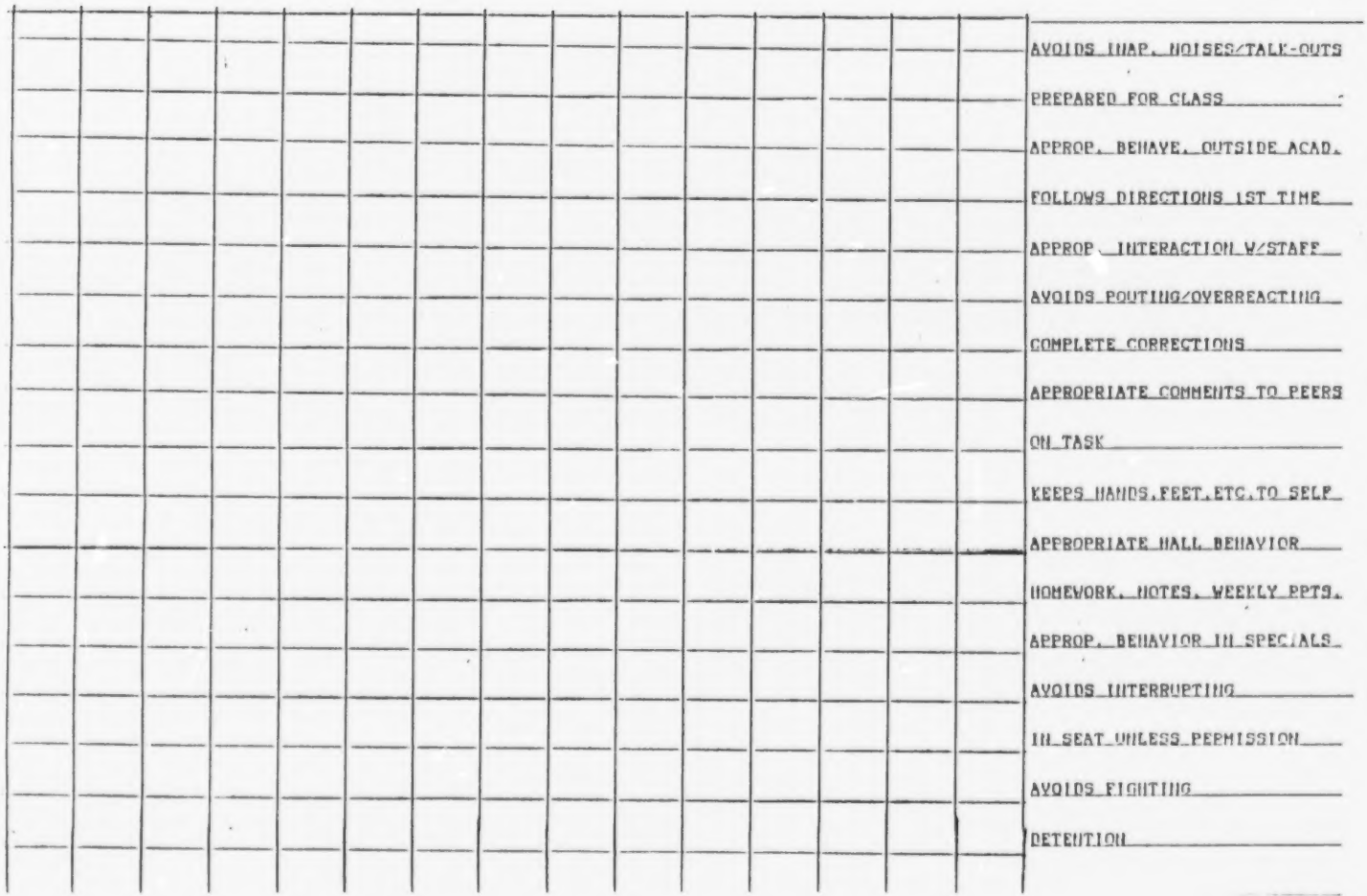
Tasks to be done	By whom	Deadline

Supplies (what do you need to accomplish these tasks?): _____

_____

Mission accomplished (how will you know?): _____

_____


AVOIDS INAP. NOISES/TALK-OUTS
PREPARED FOR CLASS
APPROP. BEHAVE. OUTSIDE ACAD.
FOLLOWS DIRECTIONS 1ST TIME
APPROP INTERACTION W/STAFF
AVOIDS POUTING/OVERREACTING
COMPLETE CORRECTIONS
APPROPRIATE COMMENTS TO PEERS
ON TASK
KEEPS HANDS,FEET,ETC.TO SELF
APPROPRIATE HALL BEHAVIOR
HOMEWORK, NOTES, WEEKLY RPTS.
APPROP. BEHAVIOR IN SPEC/ALS.
AVOIDS INTERRUPTING
IN SEAT UNLESS PERMISSION
AVOIDS FIGHTING
DETENTION